

Philosophy-Goals-Objectives and Comprehensive Plans

EQUITY

BP 0415

The Governing Board shall promote educational equity and eliminate discrimination and harassment on the basis of sex, sexual orientation, gender identification, ethnic group identification, race, ancestry, national origin, religion, color, and mental or physical disability. (5 California Code of Regulations (CCR) § 4900; 34 Code of Federal Regulations (CFR) §§ 100.3(a), 106.31)

Definitions

In education, **equity** is the notion that EACH and EVERY learner will receive the necessary resources they need individually to thrive in PUSD's schools no matter what their national origin, race, gender, sexual orientation, physical or mental ability, first language, religion or other distinguishing characteristics.

Culture is defined as a way of life, especially as it relates to the socially transmitted habits, customs, traditions and beliefs that characterize a particular group of people at a particular time. It includes the behaviors, actions, practices, attitudes, norms, values, communication styles, language, etiquette, spirituality, concepts of health and healing, beliefs and institutions of a racial, ethnic, religious, or social group.

Culturally responsive teaching acknowledges the legitimacy of the cultural heritages of different ethnic groups, both as legacies that affect students' dispositions, attitudes and approaches to learning, and as worthy content to be taught in the formal curriculum. Therefore, culturally responsive teaching includes and incorporates multicultural information, resources, and materials in all subjects and skills taught; implements a wide variety of instructional strategies that are connected to different learning styles; and develops for students an awareness to identify, respect and acknowledge their own and each other's' cultural heritages.

For the purposes of this policy, "**race**" is defined as "a social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly color), ancestral heritage, cultural affiliation, cultural history, ethnic classification, and the social, economic, gender and political needs of a society at a given period of time. Racial categories subsume ethnic groups." Maurianne Adams, Lee Anne Bell, and Pat Griffin, editors. Teaching for Diversity and Social Justice: A Sourcebook. (2007).

It is the philosophy of the district that:

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1. Equity of opportunity and equity of access to programs, services, and resources are critical to closing the achievement gap between our identified student groups: African American, Hispanic, English Language Learners, Caucasian, Asian, Low Socioeconomic Status, Gender/Sexual Orientation, Foster Youth, Homeless Youth and Students with Disabilities.
2. Inequities lead to educational, social, and career outcomes that do not accurately reflect the abilities, experiences, and contributions of students, employees, parents, and community partners. Such inequitable treatment limits future success and prevents individuals from making a full contribution to our democratic and pluralistic society.
3. Each individual has the right to follow or not to follow religious beliefs and practices, free from discriminatory or harassing behavior. The Governing Board is committed to taking all reasonable steps to provide religious accommodations to staff and students.
4. Equity and inclusion are essential principles of our school district and are integrated into all aspects of district policies, programs, operations and practices (in and out of the classroom, within human resources and hiring practices, central district and site administration).
5. An inclusive and culturally relevant curriculum based on the California Common Core Standards guidelines shall be implemented by using culturally responsive teaching.
6. General fund and categorical resources, grading, assessment and evaluation processes, student disciplinary processes and instructional practices shall be reviewed in order to identify and address discriminatory biases (unintended and/or unintentional) so that each student may maximize their learning potential.
7. Administrators, staff, students, and other members of the school community shall be provided with opportunities to acquire the knowledge, skills, attitudes and behavior needed to identify and eliminate discriminatory biases and systemic barriers.

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8. Resources will be provided such that every student with support for his or her unique circumstances has access to and is provided the opportunities and experiences that lead to academic, emotional, physical, social success and spiritual safety.
9. Achieving equity and excellence for each and every student, preparing them for citizenship, higher education and the workforce is the commitment of the Governing Board.
10. Parent/caregiver involvement helps shape and influence equity in schools and is associated with positive student academic performance. The Governing Board is committed to ensuring a climate that fosters such a collaborative and engaging relationship with parents, family, and the community which nurtures the success of all students.

Legal Reference:

EDUCATION CODE

200 - California Education Code (EC)

51002 - Legal development of programs based on stated philosophy and goals

51020 - Definition of goal

51021 - Definition of objective

Management Resources:

Maurianne Adams, Lee Anne Bell, and Pat Griffin, editors. *Teaching for Diversity and Social Justice: A Sourcebook*. (2007).

Antiracism and Ethno-cultural Equity in School Boards, Ministry of Education and Training, Ontario, Canada, 1993.

Equity and Inclusive Education Interim Policy, District School Board of Niagara, May 2011.

Courageous Conversations About Race, Singleton, Glen E. and Curtis Linton, Corwin Press, 2006 (page 46).

*Strategic Plan**, New Haven Unified School District, 2005.

Preparing for Culturally Responsive Teaching, Geneva Gay, *Journal of Teacher Education*, Vol. 53, No. 2, March 2002, 106-116.

Culturally Responsive Teaching, Integrating New Technologies Into the Methods of Education, Geneva Gay (2000).

Policy

Adopted: July 27, 2017

PASADENA UNIFIED SCHOOL DISTRICT

Pasadena, California