

EQUITY FRAMEWORK

Ensuring equity at the individual,
school, and district levels

Table of Contents

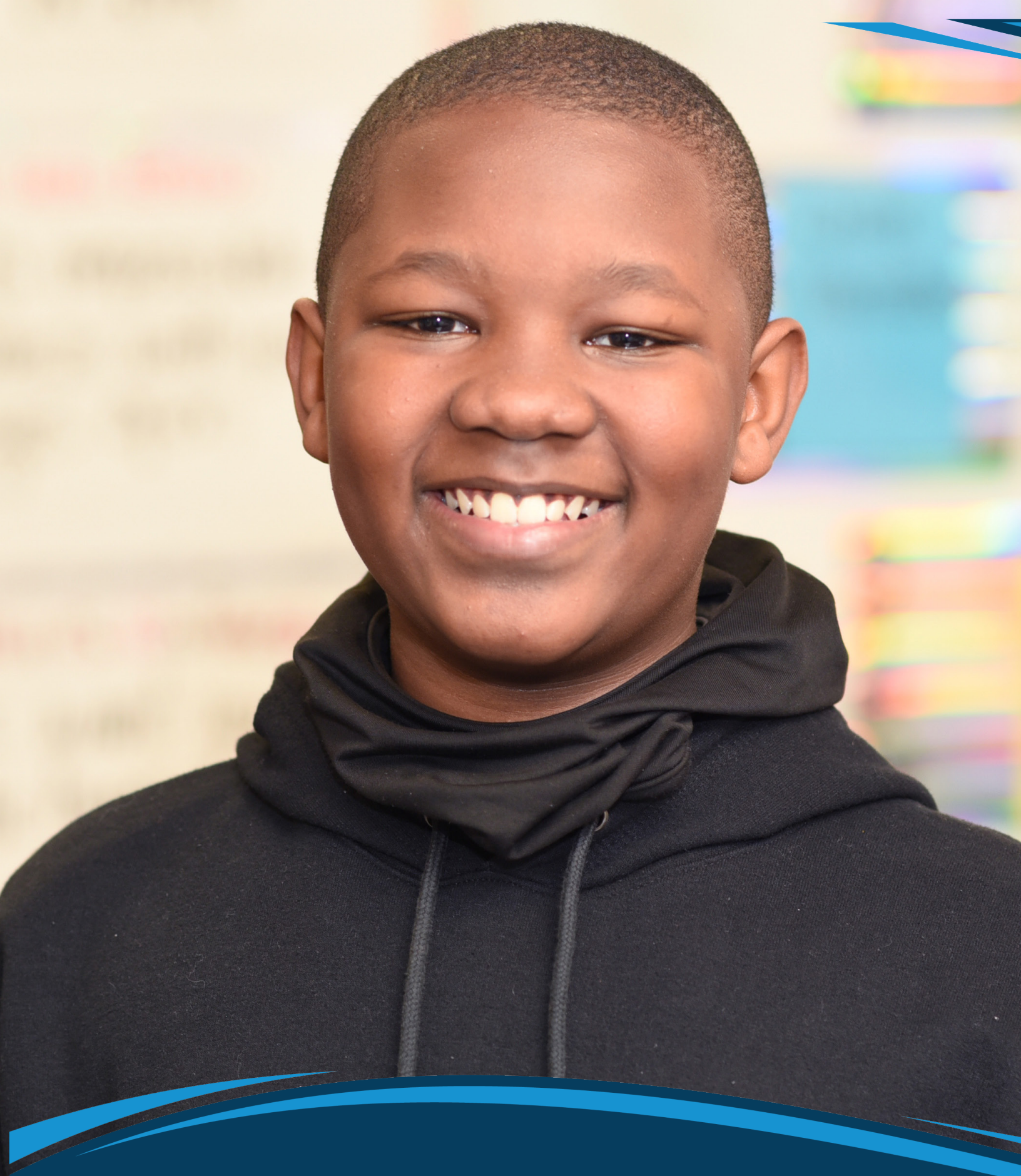
SSD EQUITY FRAMEWORK

History of SSD and Equity	6
The Big Picture and Ultimate Goal.....	8
Equity Statement.....	9
Why, What, and How.....	10
3 Essential Questions and the Indicators of Success.....	11
Guiding Principles and Action Plans	12
Policies, Guidelines, and Operating Practices	14
Leadership	18
Inclusivity of Members in School Communities	20
Curriculum, Learning Materials, and School Practices	22
Bias-Free Student Assessment, Evaluation, and Reporting.....	24
Equitable Student Programming and Placement.....	26
Equitable Support Services.....	28
Equitable Professional Learning	30
References.....	33

SSD EQUITY INDICATORS

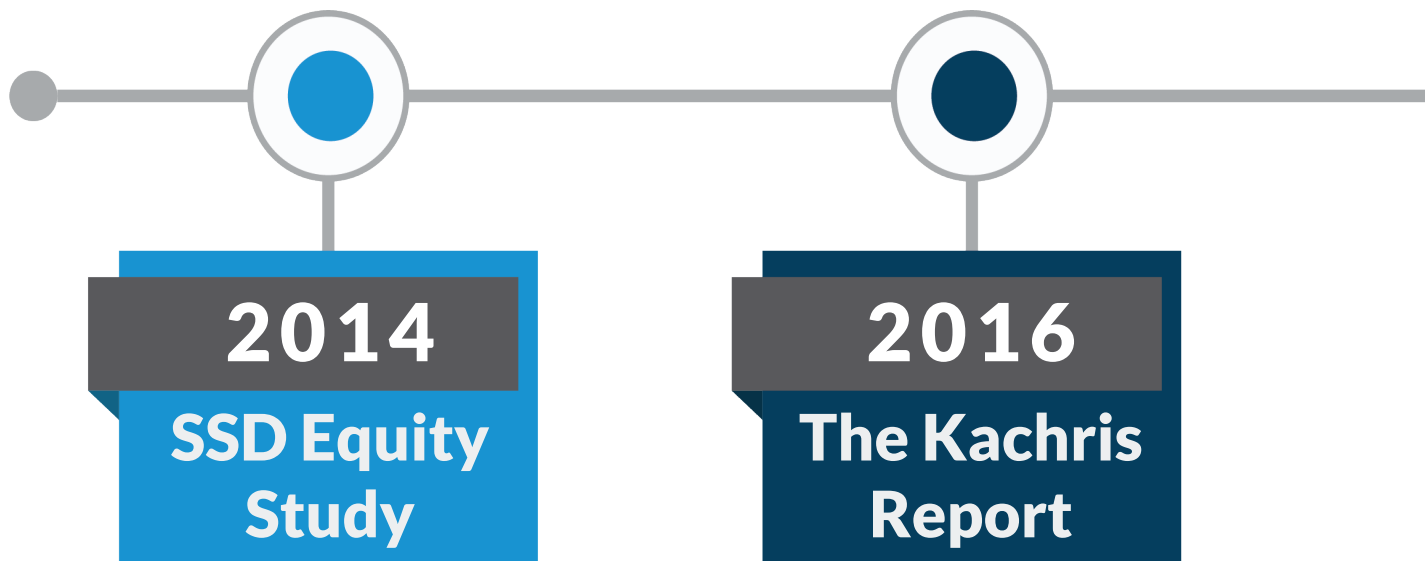
Indicators of Access to High-Quality Effective Teaching	35
Disparities in Access to Experienced Teachers	36
Disparities in Access to Certified Teachers.....	37
Disparities in Racial/Ethnic Diversity.....	38
Indicators of Access to a Stable Learning Environment	40
Disparities in Staff Turnover.....	41
Disparities in Mid-year Vacancies.....	43
Disparities in Teacher Attendance and Class Membership	44
Disparities in Discipline Practices.....	45

Indicators of Student Engagement.....	46
Disparities in Student Attendance.....	47
Disparities in Access to High-Quality Academic Supports	48
Disparities in Access to SSD Programs and Placement	49
Indicators of Post-secondary Success	50
Disparities in Prerequisite Courses Needed for College Classes	51
Disparities in Graduation and Postsecondary Outcomes	52
 RUBRIC FOR SSD INDICATORS	
Access to High-Quality Effective Teaching.....	55
Access to a Stable Environment.....	56
Indicators of Student Engagement	58
Indicators of Post-secondary Success.....	59
 SSD EQUITY 5-YEAR PROFESSIONAL LEARNING PLAN	
Guiding Principles Actions Plans and Timelines.....	61
Equity Professional Learning Plan	65
5-Year Professional Learning Plan for Equity	66
Year 2 Professional Learning Session Options	74
Year 3 Professional Learning Session Options	75
Year 4 Professional Learning Session Options	83
Year 5 Professional Learning Session Options	87
 Appendix: Glossary.....	 30



EQUITY FRAMEWORK

History of SSD and Equity



SSD EQUITY STUDY

In early 2014, St. Louis-based BAFC Consulting was selected to complete the SSD Equity Study. Over the course of many months, the firm's team of education experts worked closely with SSD administrators to ensure that the Board of Education had an accurate and comprehensive overview of the District's operations, viewed through the lens of equity. For the purposes of this study, BAFC Consulting focused its attention on four broad categories:

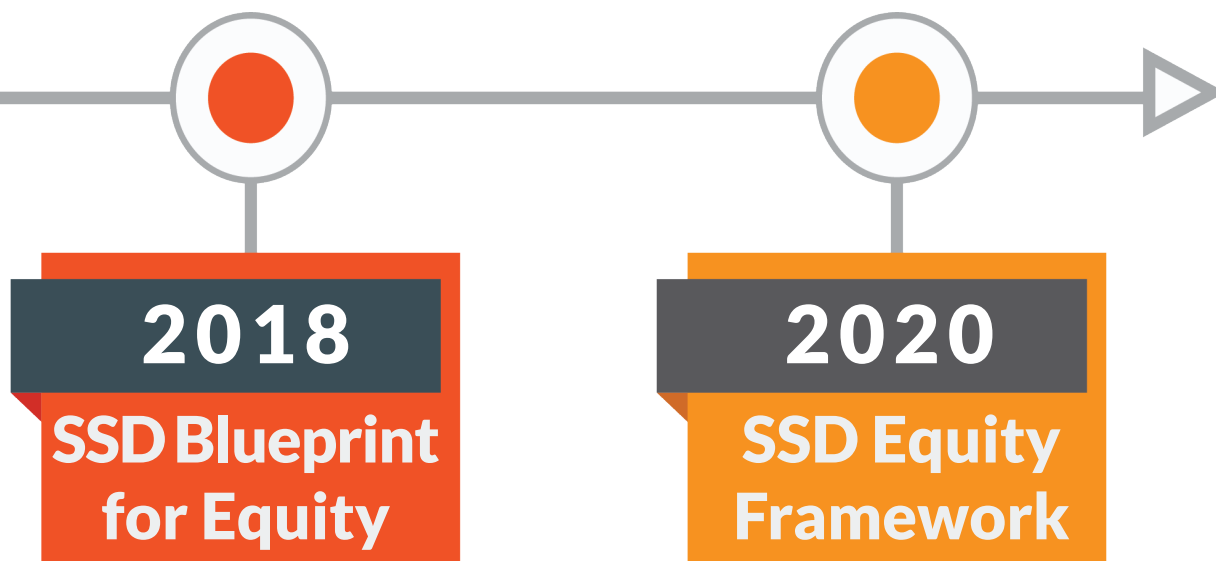
- Teacher preparation and quality
- Special education and related services
- Career and technical education
- Equity of contracting and purchasing

Visit the SSD website to view the full report:
www.ssdmo.org/equitystudy.

THE KACHRIS REPORT

The Kachris Report was written when it was identified that SSD's long-term goals about equity needed to be embedded into the culture, thus necessitating developing an awareness that focuses specifically at the point of service delivery. The Kachris Report offered recommendations including adopting a formal definition of equity, articulating the Board's policy, clarifying the role and function of the Area Coordinator, and recognizing the shortcomings of past agreements.

To view the report, please send requests to the SSD Superintendent's Office.



SSD BLUEPRINT FOR EQUITY

Initial work on equity began with a Board subcommittee, which later expanded to a task force with a wider range of stakeholders. After identifying several areas of concern, the task force requested the assistance of a consulting firm with educational expertise to provide an unbiased approach to defining and collecting data and to suggest further action.

The District has developed eight objectives related to equity – four regarding equitable staffing levels and four dealing with equitable access to quality services. The purpose of all the objectives is to improve what we do as a District to support the needs of our students.

To view the full report, please visit the Equity webpage of the District website: www.ssdmo.org/equityblueprint.

SSD EQUITY FRAMEWORK

SSD established the position of Director of Equity to work hand-in-hand with all instructional, administrative, and operational staff in the District to ensure high-quality educational opportunities and achieve equity for all students.

The primary goal of this framework is to focus our practices of equity throughout our District, to identify and address the individualized approaches needed for student success.

The Big Picture and Ultimate Goal

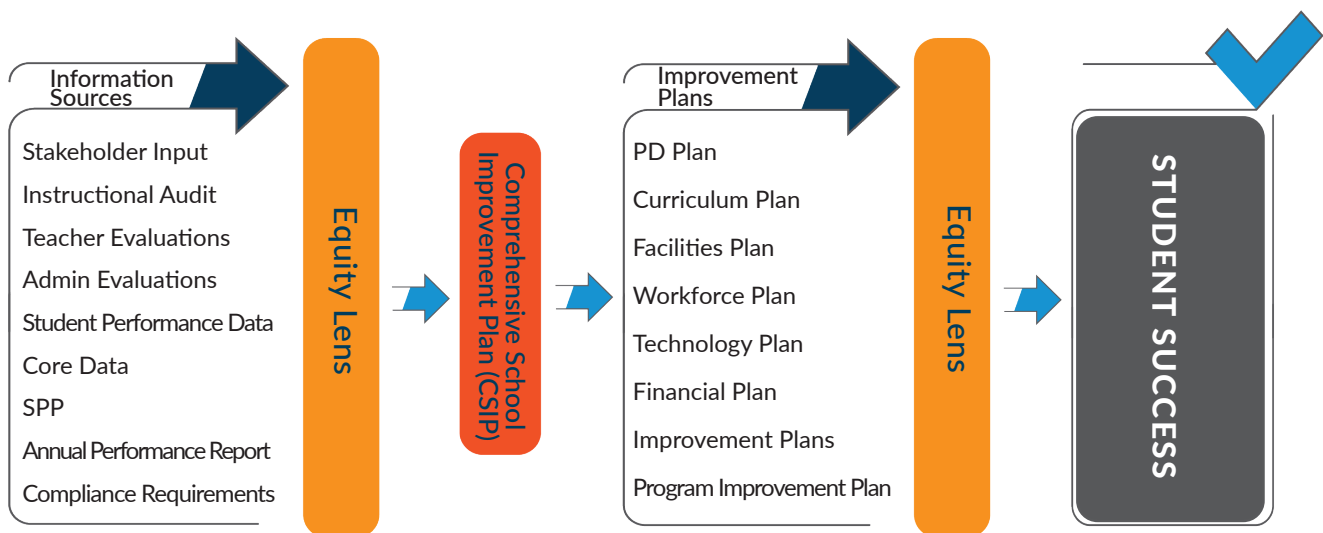
A system that is equitable is one in which we embrace and value the individual and acknowledge the differences that make them unique. An equitable system provides the structures, environment, and resources each person needs to realize their greatest potential. By providing equitable opportunities and creating equitable environments, we continue to positively transform the climate and culture for all District stakeholders. Ultimately, this system allows for the long-term impact of educating globally skilled and engaged citizens and creating a more just world.



SSD Equity Statement

“Educational Equity exists when **EACH STUDENT** has the opportunity and access to resources that focus on positive learning outcomes. This is achieved through an intentional focus on purposeful engagement, rigorous and individualized instruction, and relevant experiences.”

EQUITY LENS FOR SSD



Why, What, and How



WHY?

Every student deserves access to a high-quality education and post-secondary outcomes, particularly those from historically underrepresented, underserved, and marginalized groups. Students excel through purposeful engagement, rigorous and individualized instruction, and relevant educational experiences. Historically underrepresented, underserved, and marginalized groups include, but are not limited to, LGBTQIA+, people who are homeless, people with disabilities, people with mental illness, religious affiliation, girls/women, racial/cultural minorities, senior citizens, military veterans, and felons.

WHAT?

The Equity Framework is designed to establish a foundation for, and commitment to, ensuring equity within Special School District. The framework further provides resources to guide and aid school leaders and educators toward initiating change and maintaining equitable solutions within their school-specific communities. SSD recognizes the importance of partnerships and operational work in supporting these outcomes.



HOW?

The Equity Framework provides shared language, tools, and accountability of what equity means in SSD; the guidelines that will support embedding equity in our work, and the foundation for understanding and building a district-wide equitable environment.

Three Essential Questions

The SSD Equity Framework holds three essential questions at its core:

- 1** Why do different groups experience varying outcomes of achievement and educational experiences?
- 2** How does each intricate aspect of the organization systematically ensure high-quality equitable programming for each and all?
- 3** How can we provide transparent and consistent metrics that empower staff and District leaders to make decisions, comparisons, and monitor the impact of equity?

Indicators of Progress and Success

Indicators of progress and success for equity:

- Past and current inequities are acknowledged, while providing District members and partners the infrastructure to grow in equitable practices.
- Individuals from groups that have been historically marginalized and underrepresented are part of the decision-making processes.
- Whole child development will be enhanced, including thinking, engagement, and self-regulation.
- The academic achievement gap between groups will decrease.
- Academic achievement will increase for all groups, particularly historically marginalized and underrepresented.
- Benefits are recognized through transparency by all when ensuring a more equitable system.
- Resources are prioritized based on the greatest needs of schools and of student groups in schools to eliminate the opportunity gap.

Guiding Principles

This section provides the principles and action plans that will guide and support the application of equity and inclusion within all aspects of the District. To guide the progress of equity, SSD identified the eight principles below to incorporate into their work.

Each guiding principle has an introduction, followed by questions used to sharpen and focus our work while deepening our thinking about diversity, equity, and inclusion. Guiding principles are selected based on their relationship to the division, department, study, project, or need. The action plans will be implemented, reviewed, and revised frequently to reflect our progress and to continue to go deeper into the work of equity and inclusion.

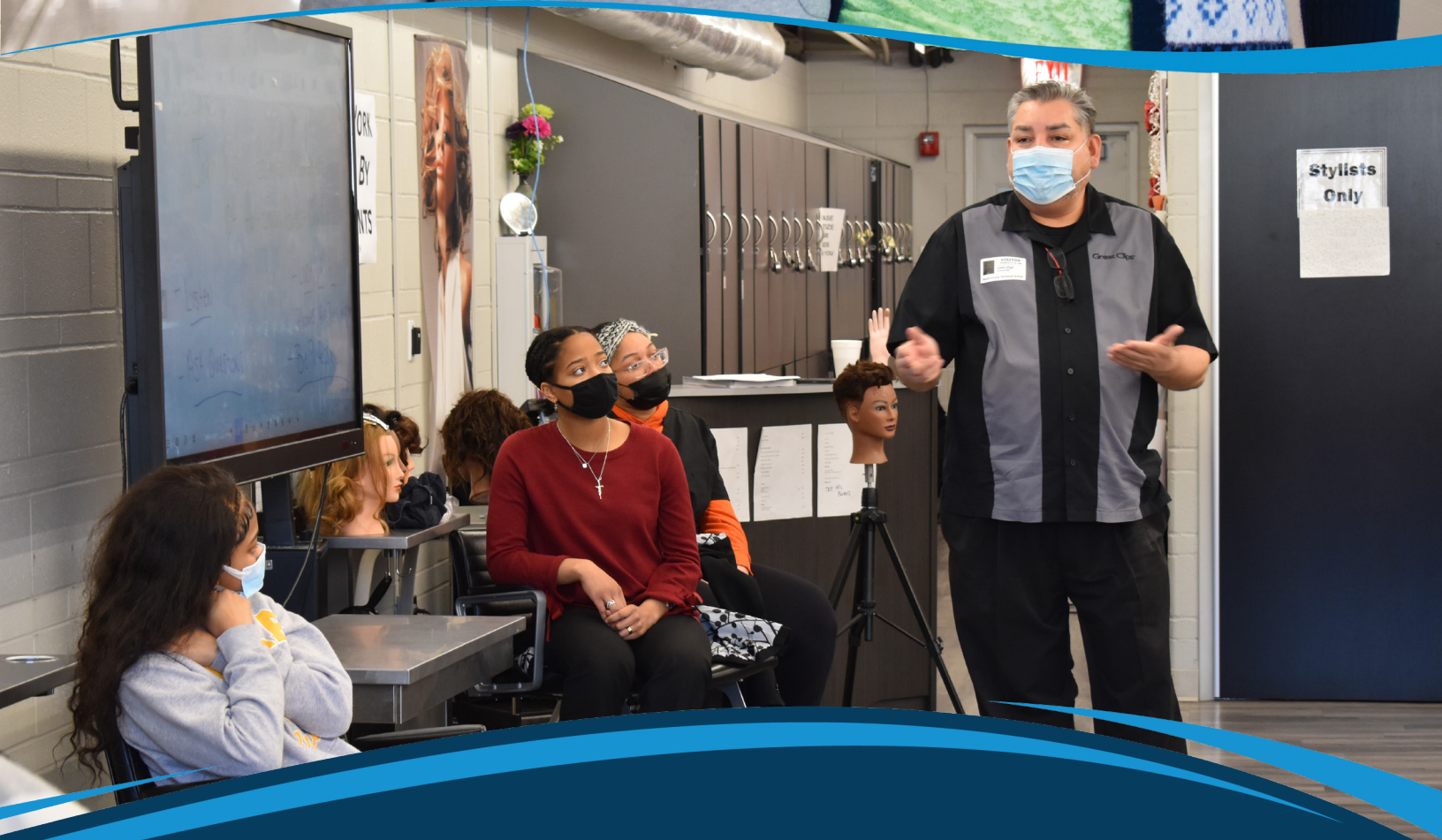
GOAL OF EQUITY WORK

SSD will implement research-based strategies to ensure equity practices in all aspects of the District as measured by the ongoing application of the equity action plans and timelines within.

SSD GUIDING PRINCIPLES

Special School District is/will:

- 1** Committed to ensuring equity in all policies, processes, procedures, and operating practices.
- 2** Committed to providing leadership, at all levels, which fosters an equitable environment.
- 3** Recognize, intentionally recruit, and engage all members of school communities to maintain and embody equitable education practices and outcomes.
- 4** Advocate for curriculum, learning materials, and school practices that reflect and include the principles of equity.
- 5** Provide appropriate and bias-free assessment, evaluation, and reporting to equitably meet the educational needs and maximize the learning potential of all students.
- 6** Provide equitable programming (for) and placement (of) its students across the county.
- 7** Provide equitable counseling, related services, and support services that reflect the principles of equity.
- 8** Provide professional learning, resources, and follow-up (high-quality professional learning feedback evaluation) for all District personnel.



Policies, Guidelines, and Operating Practices

Special School District of St. Louis County is committed to ensuring equity in all policies, guidelines, and operating practices.

Policies, guidelines, and operating practices are areas where inequities can often be found. Since policies, guidelines, and operating practices steer the District's work, we must ensure that these foundational, systematic documents are examined through a lens of equity. SSD's policies, guidelines, and operating practices will be reviewed by the Director of Equity, who will identify policy recommendations that can support equity in all aspects of planning at local, state, and federal levels. This guide provides specific, actionable guidance through an equity lens on cross-cutting topics and planning areas. Employment-related decisions, including access to career development, progression, and promotion, consider the quality and impact of the individual's achievements relative to the opportunities available to them and the effect personal circumstances may have had on those achievements.

While good organizations must have equitable policies, policies alone will not make equitable organizations. The gold standard for an equitable organization lies in the individual's experience. Therefore, we must look beyond policy to the realms of guidelines (processes and procedures) and how these policies and guidelines are carried out (operating practices) in the individuals' interactions to determine whether our organization is equitable. This action plan helps us move through each aspect of the policy as we strive to create a more equitable organization, and more importantly, a more equitable experience for those we serve.



Questions to consider:

- What are the concerns for fair treatment and inclusiveness related to this policy issue, guideline, or operating practice (e.g., accessibility, affordability, safety, culture, gender identity, etc.)?
- Are the groups most affected by the policy, guideline, or operating practice consulted from the early stages of the policy development? Who else is impacted by this policy, guideline, and operating practice, and have we invited them to be part of this policy development process?
- What human and financial resources are required to address issues related to fairness and inclusion in the implementation of this policy, guideline, or operating practice?
- What are potential unintended consequences in the implementation of this policy, guideline, or operating practice? How do we adjust or monitor for the consequences?
- Are there policies, procedures, practices, and/or attitudes that unintentionally prevent some people from fully engaging in our work, processes, and planning (e.g., schedule conflicts with religious holidays or family responsibilities; workload distribution)? What alternatives are possible?
- When we communicate the policy, guideline, or practice, do we reach the full diversity of people impacted by it? Are all Board members, leaders, staff, students, and community members aware of policies, guidelines, and operating practices that affect them?
 - What communication strategies ensure all groups are heard and reached, especially historically excluded ones? What populations will be missed by only using certain methods of communication?
 - How do the messages we communicate foster inclusion, respect, and fairness?
 - Are the messages we communicate and the images we use inclusive, respectful, truthful, culturally accessible, and impartial across all audiences?
 - Are policies, guidelines, or operating practices evenly communicated across all staff, students, families, etc.? If not, why not?

Policies, Guidelines, and Operating Practices Action Plans

Goal	District/ School Level	Collective Actions	Stage of Implementation	Implementation Timeframe	Champion	Resources Needed	CSIP Goal Alignment	Measurement/ Metric
Special School District is committed to ensuring equity in all policies, processes procedures, and operating practices.	District Systemic Issues	Equity review of policies and regulations by Dir of Equity. Comments from review forwarded to representatives from the Policy Review	Planning/ Implementation	Fall 2020 -Sept. 1, 2021	Director of Equity; Chief Human Resource Officer; Policy Review Committee	Copies of all policies and regulations; Policy Review Committee subgroup; Time	Goal 1: Student Performance 1.3; Goal 2: Workforce Excellence 2.2;	BOE has reviewed recommended changes from Policy Review Committee
		Review new and revised policies as they are brought to the policy committee.	Implementation	Summer 2021-ongoing		Copies of policies and regulations	Goal 3: Engagement 3.2 Goal 4: Equity 4.1	BOE has reviewed recommended changes from Policy Review Committee
		Review department processes and procedures for equity.	Planning	Spring 2023 - May 30, 2024	Department Leaders; Director Of Equity	Written copies of department processes and procedures; Clerical support; Time	Goal 2: Workforce Excellence 2.2; Goal 3: Engagement 3.2; Goal 4: Equity 4.1	Revised department processes and procedures
		Annual department self-assessment on how well they are implementing processes and procedures in practice.	Planning	Spring 2024 - ongoing	Department Leaders; Director Of Equity	Written copies of department processes and procedures		Self-assessment documentation

Policies, Guidelines, and Operating Practices Action Plans

Goal	District/ School Level	Collective Actions	Stage of Implementation	Implementation Timeframe	Champion	Resources Needed	CSIP Goal Alignment	Measurement/ Metric
Special School District is committed to ensuring equity in all policies, processes procedures, and operating practices.	Direct Student Impact Level Within School issues	Complete a school-level equity review of SSD school processes and procedures.	Planning	Fall 2024 - July 1, 2025	School leaders; Principals; Equity Teams; Director of Equity	Procedures and process documents	Goal 1: Student Performance 1.3; Goal 2: Workforce Excellence 2.2; Goal 4: Equity 4.1	Revised procedures and processes
		Complete school-level equity review of SSD school handbooks.	Planning	Fall 2023 - July 2, 2024	School leaders; Principals; Equity Teams; Director of Equity	School handbooks	Goal 1: Student Performance 1.3; Goal 2: Workforce Excellence 2.2; Goal 3: Engagement 3.2; Goal 4: Equity 4.1	Revised handbooks

Leadership

Special School District is committed to providing leadership at all levels, which fosters an equitable environment.

Generally, the term leadership immediately suggests who is at the top of the hierarchical ladder. Education has long recognized the limitation of this definition. They see the potential for leadership among all of us and believe that each may be leaders when needed in the situation. So, what is a leader?

George Couros's, author of *Innovate Inside the Box*, describes an operational definition of leadership to which all associated with education can aspire. In his blog, he describes a leader that inspired him (Couros, 2021). He states, "She showed me the importance of tapping into someone's strengths and bringing out more in someone than they believed they could bring out in themselves. I am forever grateful for her guidance and think about her leadership often and hope that I provide just a portion for others through my work, in what she did for me." This definition requires one to help others use their strengths to be more than they thought they could be. Without equity, this type of leadership will not happen. For that reason, leadership and equity must occur at every level of our organization, from the boardroom to the classroom. This action plan interweaves professional development for equity with all members of the organization to become more systemic by growing a leadership cadre with similar goals and language.

The questions for this principle can be used at all levels, from the classroom to the boardroom.

Questions to consider:

- What steps do we take to create a respectful and inclusive environment?
- How can we actively gather input and ideas from diverse perspectives?
- How can we encourage staff to contribute positively toward creating an inclusive and fair workplace?
- What support systems do we use for individuals who have been harassed, treated disrespectfully, or discriminated against by peers, supervisors, or other stakeholders?
- How aware are students, staff, schools, etc., of our commitments to equity and inclusion? How do we ensure that staff is equally informed about how it looks in practice?

Leadership Action Plan

Goal	District/ School Level	Collective Actions	Stage of Implementation	Implementation Timeframe	Champion	Resources Needed	CSIP Goal Alignment	Measurement/ Metric
Special School District is committed to providing leadership levels, which fosters an equitable environment.	School	Continue to develop the school equity team's capacity at each site to support equity efforts at the site level.	Planning	Spring 2021 - ongoing	School Admin;	Training materials;	Goal 1: Student Performance 1.3;	Equity Quality indicators with action plans
					School Equity Teams;	Training opportunities;	Goal 2: Workforce Excellence;	
					Director of Equity	Clerical support	Goal 4: Equity 4.1	

Inclusivity of Members in School Communities

Special School District will recognize, intentionally recruit, and engage all members of school communities in order to maintain and embody equitable education practices and outcomes.

Diversity and inclusion are frequently thought of as the same thing, and many organizations stop equity work with diversity efforts. Diversity is important because it gets people with different traits to the “same table,” bringing a slightly different perspective based on their diverse characteristics. However, when efforts stop at this point, the diverse group’s wealth of resources has been siloed to a few more vocal participants. Inclusion focuses not on the differences among the people but on the involvement of people with differences, each contributing to the wealth of information and ideas from multiple perspectives. Inclusion refers to the behavior and social norms that ensure all people feel welcome, respected, and valued for the differences they bring and share. When inclusion happens, we move from a 2-D experience of diversity to a 3-D experience of inclusivity, and together we can be architects of more successful outcomes for our students. This principle directly aligns with our work with community partnerships, voice of customer, family engagement, and partnerships with partner districts.

Questions to consider:

- What approaches and outreach will help ensure that those who need to be engaged can participate fully? How can we create opportunities for people least likely to be heard to ensure they share their specific concerns?
- Is our group representative of the diversity of the population we are engaging? What steps can we take to ensure we are inclusive of a variety of perspectives?
- Is the language we use in our materials and communications easily understood by the diverse audience for which it is intended?
- What steps can we take to remove barriers to our presence where the community gathers for full participation (e.g., dependent care, transportation, safety, language, accessible location, time, multiple formats, avoid religious and cultural holidays, culturally appropriate)?
- Is the environment welcoming to participants who may be reluctant to share their views? If not, what can we do to change this? Does the pace, format, and language of the engagement accommodate everyone, including participants who are least likely to speak up or for whom the information may be new?
- Is there a need for diversity, equity, or inclusion training for groups to work well together and be respect their differences?
- Are the insights from groups who face systemic barriers and historical unfairness reflected in reports and final products?
- How will we demonstrate accountability and commit to reporting the findings to the full diversity of people involved in the engagement activity?

Inclusivity of Members in School Communities Action Plan

Goal	District/ School Level	Collective Actions	Stage of Implementation	Implementation Timeframe	Champion	Resources Needed	CSIP Goal Alignment	Measurement/ Metric
Special School District will recognize, intentionally recruit, and engage all members of school communities in order to maintain and embody equitable education practices, and outcomes.	District	Collaborate on equity strategies to recruit and retain more diverse staff	Implementing	Fall 2022 - Sept. 1, 2023	Chief HR Officer Director of HR, Director of Equity	Strategies from research for recruiting and retaining staff	Goal 1: Student Performance 1.3; Goal 2: Workforce Excellence; Goal 4 Equity 4.1	Increase of 2% in among staff by job type
		Collaborate on equity strategies to include more diverse communities and families in decision-making activities.	Implementing	Spring 2021 - ongoing	Family Engagement; PEDAs Instructional Administrators; District Leadership Team; Director of Equity	Strategies for engagement; Opportunities for decision-making activities	Goal 1: Student Performance 1.3; Goal 3: Engagement; Goal 4: Equity 4.1	Number of community and family members on decision-making committees

Curriculum, Learning Materials, and School Practices

Special School District will advocate for curriculum, learning materials, and school practices which reflect and include the principles of equity.

Research has shown that many school-based events and materials shape the learner by communicating messages that are not intended and of which the educator may not even be aware. Using research regarding the types of unintended messages students are often receiving in their work will help educators note those messages more easily and make wiser decisions on curriculum, learning materials, and school practices. Thus, allowing educators to be more aware of unintended messages and ways to modify or adapt them. This principle's action plan prepares educators to make long-term decisions related to curriculum, learning materials, and school practices while sharpening their "eye" for unintended messages.

Questions to consider:

- Are curriculum, the learning materials, and the school practices inclusive, respectful, truthful, objective, and impartial across diverse audiences? How do we know?
- How do the messages we are communicating through the curriculum, learning materials, and school practices foster inclusion, respect, and fairness?
- What curriculum review tools are available and used across the District? Do they include opportunities for considering representation, multiple representations, inclusiveness, the language of inclusiveness, accessibility, accommodations, and student interest?
- Is the language used in the curriculum, materials, and classroom, bias-free and culturally respectful? Are there concepts or terms that may be culturally specific and need to be changed to make them more accessible?
- Do images represent the full diversity of the learning community?
- Do images capture the diversity within the specific group with whom they will be used?
- Will the people portrayed in the images relate to and feel included in the way they are represented?

Curriculum, Learning Materials, and School Practices Action Plans

Goal	District/ School Level	Collective Actions	Stage of Implementation	Implementation Timeframe	Champion	Resources Needed	CSIP Goal Alignment	Measurement/ Metric
Special School District is committed to providing leadership at all levels, which fosters an equitable environment.	District	Review and assess existing curriculum for bias-free, culturally relevant concepts and content.	Planning	Fall 2023 - Aug. 1, 2024	Curriculum coordinators; Director of Equity	Copies of the curriculum; Time of review; Clerical support	Goal 1: Student Performance; Goal; 4: Equity 4.1	Review process completed.
		Review and assess existing curriculum for the variety of methods and measures by	Planning	Fall 2024 - June 30, 2025				

Bias-Free Student Assessment, Evaluation, and Reporting

Special School District will provide appropriate and bias-free assessment, evaluation, and reporting to equitably meet the educational needs to maximize the learning potential of all students.

Special School District of St. Louis has the responsibility and honor of helping individuals with disabilities receive the support they specifically need. This process begins with the area of evaluation in which measures, including rating scales, achievement assessments, a measure of I.Q., and observations, are used to determine the strengths of the individual, the areas of need, and the amount of need. Because of the desire to provide the most strategic support possible, the assessments must be the best ones for learning about each child. Different assessments and modes of assessment have different strengths and weaknesses. The examiner must know the assessments and their strengths and weaknesses to match the assessment to the child. The greater the match, the greater the likelihood that the data provided will accurately reflect the child and his/her capabilities and needs. The action plan for this principle focuses on an in-depth analysis of the assessment tools and protocols. It uses an outcomes-based inquiry process to determine bias trends that need to be addressed. The work of the school psychologists in their investigation of inequities in diagnosis aligns with this principle. Future studies of data and/or file review will help us investigate other trends in bias.

Questions to consider:

Do we consider fair-mindedness, reasonableness, and objectivity in our assessment measures? What checks and balances do we have in place to counter unconscious or undisclosed prejudices in assessment?

Are the assessment tools that are being used designed for the population being assessed? What groups were in the norming population? What are the known limitations of the instrument? What alternative more closely matches the unique characteristics of the individual being assessed? (i.e., Are we using the best assessment currently for this specific child?)

What multiple assessment tools and collections were used in decision-making?

How do we assess, evaluate, and report our findings in the language in which the people are most comfortable, or do we need a cultural interpreter available (i.e., spoken language, braille, sign language)?

Do the assessment and evaluation allow for consideration of the experiences or lack of the experiences of the individual?

How can we ensure that all stakeholders voices relevant to the evaluation are present and their perspectives are heard and included?

Is our language culturally sensitive to the diversity of perspectives among the evaluation group?

Bias-Free Student Assessment, Evaluation, and Reporting Action Plans

Goal	District/ School Level	Collective Actions	Stage of Implementation	Implementation Timeframe	Champion	Resources Needed	CSIP Goal Alignment	Measurement/ Metric
Special School District will provide appropriate and bias-free assessment, evaluation and reporting to equitably meet the educational needs and to maximize the learning potential of all students.	District	Develop a list of topics (e.g., diagnosis) that could be areas of potential bias in assessment, evaluation, and/or reporting.	Planning	Fall 2023	School Psychs; Director of Equity; DRMS	Compilation of topics from School Psychs, Representatives from DRMS, and others	Goal 1: Student Performance 1.3; Goal 4: Equity 4.1	Prioritized compiled list of topics provided to the Director of Equity
		Investigate inequities from the topic list through data and file review.	Planning/ Implementation	Spring 2023 - Spring 2025	School Psychs; EPS; Director of Equity	Access to data and files; Person to conduct and interpret the analysis		Completed review by topic with recommendations
		Examine assessment tools used by SSD for bias and provide recommendations for tools found to be the least biased.	Implementation	Fall 2022 - Fall 2023	School Psychs; EPS; Director of Equity	Assessments and research review		Summary of review of assessment tools

Equitable Student Programming and Placement

Special School District will provide equitable programming (for) and placement (of) its students across the county.

While SSD is fortunate to service such a broad, diverse community, it brings a strong obligation for us to ensure that our work provides equitable access to learning for all situations. Having multiple sites, multiple programs, and individual learning plans, makes this a considerable challenge. It would be easy to do the same thing for everyone in every site and all programs, but not everyone needs the same things. So, we must ever strive to modify our environments and actions so that the student can be their best self. Equity across sites and programs requires the professionals' diligence to scrutinize their beliefs, words, and actions intensely. The focus of the action plan in this area is around the deep study of topics across sites and programs to check for inequities, plan actions, and use data from our students to illuminate the success of decreasing inequities.

Questions to consider:

- What assumptions are we making about the program/placement that we need to verify or unpack?
- How well does staff reflect the diversity of the community we serve?
- To what extent does programming reflect the diverse needs of our students, community, and businesses? What knowledge, skills, experience, and diversity would enhance our capacity to be more relevant and ensure our students are post-secondary ready?
- What bias-free and inclusive criteria are we using when determining placement and programming decisions?
- To what extent are we consistently using our current tools: the change of placement, Intervention Selection Process Map, and others?
- What artifacts and data are we using to support our decisions?

Equitable Student Programming and Placement Action Plan

Goal	District/ School Level	Collective Actions	Stage of Implementation	Implementation Timeframe	Champion	Resources Needed	CSIP Goal Alignment	Measurement/ Metric
Special School District will provide equitable programming (for) and placement (of) its students across the county.	District	Complete the revision to the processes for change of placement. Demonstrate consistent use through file review.	Plan	Fall 2022 - Aug. 1, 2023	Executive Director of Schools; School Psych; Director of Equity	Copy of original process; Committee/ group	Goal 1: Student Performance 1.3 & 1.4; Goal 4: Equity 4.1	Process revision is completed. File review indicates the process has been used in at least 80% of student change of placement decisions.

Equitable Support Services

Special School District will provide equitable counseling, related services, and support services that reflect the principles of equity.

Equitable services are the heart of the Special School District's purpose and encapsulated in the child's educational plan, the IEP. SSD provides a wealth of support services, which are different for each child. While each of these is available to be placed in the child's program at any time, it is the nuanced evaluation and planning that creates the successful program of academic and other supports to address the individual child's needs. Support services include but are not limited to occupational therapy, physical therapy, physical assistance, work with counselors or social workers, school psychologist, speech therapist, language therapist, etc. This group also includes those who support students daily in the classroom, paraprofessionals, and those who support the operational side of the District. In a process related to need, systemic attention must be given to processes for assuring all services needed are provided.

Questions to consider:

- To what extent do related services providers, operational staff, support staff, and paraprofessionals have the knowledge and skills to work sensitively and effectively with individuals from diverse backgrounds?
- How well do related services providers, operational staff, support staff, and paraprofessionals represent the diversity of the population we are engaging? What steps can we take to ensure that we are inclusive of a wide diversity of perspectives?
- How do we utilize support systems for individuals who have experienced trauma?
- Have we considered ways to reduce barriers in the support process to make it more welcoming and friendly (i.e., physically accessible, tone of location, anonymity, confidentiality, scheduling)?

Equitable Student Programming and Placement Action Plan

Goal	District/ School Level	Collective Actions	Stage of Implementation	Implementation Timeframe	Champion	Resources Needed	CSIP Goal Alignment	Measurement/ Metric
Special School District will provide equitable programming (for) and placement (of) its students across the county.	District	Complete the revision to the processes for change of placement. Demonstrate consistent use through file review.	Plan	Fall 2022 - Aug. 1, 2023	Executive Director of Schools; School Psych; Director of Equity	Copy of original process; Committee/ group	Goal 1: Student Performance 1.3 & 1.4; Goal 4: Equity 4.1	Process revision is completed. File review indicates the process has been used in at least 80% of student change of placement decisions.

Equitable Professional Learning

Special School District will provide professional learning, resources, and follow-up (high-quality professional learning feedback evaluation) for all District personnel.

Three components are critical to our ability to grow in our understanding of equity and to take action to create more equitable environments and learning opportunities. These components—diversity, assumption, and inclusion—focus our initial learning that will be used throughout our equity work. Professional learning opportunities, follow-up coaching, and partnering will help participants explore these concepts in relation to themselves and how they view the world. As their world view becomes more nuanced, participants are better at seeing unconscious and unintended inequities and can plan how to address them so that all students are successful. Special School District will provide professional learning, resources, and follow-up (high-quality professional learning feedback evaluation) for all District personnel in the area of equity.

Questions to consider:

How will participants develop competency and skills to work sensitively and effectively with individuals from diverse backgrounds?

Are barriers addressed, such as safety, language, accessible location, time, religious observances, culturally appropriateness, and accommodations?

Have we integrated the diverse perspectives of people who have specific equity concerns or needs, even if they may not be obvious (e.g., LGBTQIA+ identities, dietary, auditory, language needs or preferences, accommodations, and abilities)?

Is the content sensitive to the participants who may experience systemic barriers or injustices?

Does the content include the perspectives of participants, stakeholders, or staff who will be learning and using the professional development learning objectives in their work?

Are all personnel provided opportunities for meaningful discussion around the professional development topic or resource?

In the evaluation of the training, do we ask if there were barriers to participation or whether they found the facilitator to be inclusive of the diversity of participants?

Equitable Professional Learning Action Plan

Goal	District/ School Level	Collective Actions	Stage of Implementation	Implementation Timeframe	Champion	Resources Needed	CSIP Goal Alignment	Measurement/ Metric
Special School District will provide professional learning, resources, and follow-up (high-quality professional learning feedback evaluation) for all District personnel.	District	Develop a conceptual framework of equity that is agreed upon by the District.	Implementing	Current - April 30, 2022	Director of Equity; District Leaders; CSIP 4.1 Committee	Equity Committee; Clerical Support	Goal 1: Student Performance 1.3; Goal 2: Workforce Excellence; Goal 4: Equity 4.1	Adoption of the Equity Framework by the Board of Education.
		Develop/identify a series of training modules to increase understanding of equity.	Planning	Summer 2021	Director of Equity; CSIP 4.1 Committee; PL Staff	Approved framework; Materials, financial support, and staff support to plan and prepare for PL		Modules, module protocols, and PL sessions developed.
		Provide an introduction to equity work and the equity model by providing a PL opportunity "Framing the Framework."	Planning	Fall 2021 - Spring 2022	Director of Equity; CSIP 4.1 Committee; PL Staff	Content modules; Materials, financial support, and staff support to plan and prepare for PL;		List of staff who have completed Framework PL opportunity.
		Provide District leaders and School equity teams with PL opportunities in how to use the Framework documents in their work.	Planning	Fall 2021 - Spring 2022	Director of Equity; CSIP 4.1 Committee; PL Staff	Building Equity Teams; Materials, financial support, and staff support to plan and prepare for PL; Time for PL sessions for all staff.		List of leaders and equity team members who have completed modules.

Equitable Professional Learning Action Plan

Goal	District/ School Level	Collective Actions	Stage of Implementation	Implementation Timeframe	Champion	Resources Needed	CSIP Goal Alignment	Measurement/ Metric
Special School District will provide professional learning, resources, and follow-up (high-quality professional learning feedback evaluation) for all District personnel.	District	Provide PL opportunities for operation staff on the "Foundation of Equity."	Planning	Fall 2022 - Summer 2025	Director of Equity; CSIP 4.1 Committee; PL Staff	Operation staff; Materials, financial support, and staff support to plan and prepare for PL; Time for PL sessions for all staff	Goal 1: Student Performance 1.3; Goal 2: Workforce Excellence; Goal 4: Equity 4.1	List of operation staff who completed the Years 3, 4, and 5 PL sessions.
		Provide PL opportunities for operation staff who work with families or students that focus on the basics of equity and "Understanding Cultural Differences."	Planning	Fall 2022 - Summer 2025	Director of Equity; CSIP 4.1 Committee; PL Staff	Operation staff that work with families or students; Materials, financial support, and staff support to plan and prepare for PL; Time for PL sessions for all staff.		List of operation staff who completed the Years 3, 4, and 5 PL sessions.
		Provide PL opportunities for school and classroom staff in diversity, equity, inclusion, and application to the classroom.	Planning	Fall 2022 - Spring 2025	Director of Equity; CSIP 4.1 Committee; PL Staff	Time/personnel to develop training; Time to train groups; Clerical support; Technology support; An online repository accessible by all staff for resource sharing.		List of who has completed "Equity in Educational Settings" and/or "Teaching with Equity in Mind" for Years 3, 4, and 5 PL sessions.

References

- Chun, E. B., & Feagin, J. R. (2020). Rethinking diversity frameworks in higher education. Routledge.
- Couros, G., (2021). 5 crucial quotes on leadership and why they are important. George Couros [Blog post]. georgecouros.ca/blog/archives/8277
- Crain, W. C. (2000). Theories of development: concepts and applications. Prentice Hall.
- Diversity, Equity, and Inclusion Glossary of Terms. San Bernardino Valley College. www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/dei-glossary-of-terms-a11y.pdf
- Glossary of Terms for Diversity, Equity, & Inclusion. Talent2025.org. www.talent2025.org/uploads/files/DBP-glossary_of_terms_for_diversity_equity_inclusion_1.pdf
- Hooper, M. A., & Bernhardt, V. L. (2016). Creating capacity for learning and equity in schools: instructional, adaptive, and transformational leadership. Routledge.
- Linton, C. W. (W. (2011). Equity 101- The Equity Framework: Book 1. Corwin.
- MPS Executive Summary. Equity at MPS. equity.mpls.k12.mn.us/equity_at_mps.
- Minnesota Psychological Association. www.mnpsych.org/
- Programs Showing Success in Closing the Opportunity Gap. Stanford University. edpolicy.stanford.edu/sites/default/files/publications/closing-opportunity-gap-what-america-must-do-give-every-child-even-chance_0.pdf.
- Smith, D., Frey, N., Pumpian, I., & Fisher, D. (2017). Building equity: policies and practices to empower all learners. ASCD.

2021-22 EQUITY INDICATORS

The Equity Committee selected most of the indicators in this document specifically for SSD. The framework for how to operationalize these indicators relied heavily on the work of the National Academies of Sciences, Engineering, and Medicine (2020) in the book, *Building Educational Equity Indicator Systems: A Guidebook for States and School Districts*.¹

¹ National Academies of Sciences, Engineering, and Medicine (2020). *Building Educational Equity Indicator Systems: A Guidebook for States and School Districts*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/25833>.

Indicators of Access to High-Quality Effective Teaching

Disparities in Access to Experienced Teachers
Disparities in Access to Certified Teachers
Disparities in Teacher Racial and Ethnic Diversity

There is widespread evidence that teachers are the most important in-school factor contributing to student outcomes, ...From an equity standpoint, a significant concern is that teachers with more experience and credentials are not distributed equitably among schools with different student populations. ...Moreover, while there is growing and compelling evidence that teacher-student racial match has important effects on student outcomes, the teaching workforce in the United States remains far less diverse than the student body.”

- National Academies of Science, Engineering, and Medicine (2020) p. 12

References

National Academies of Sciences, Engineering, and Medicine (2020). Building educational equity indicator systems: A guidebook for states and school districts. Washington, DC: The National Academies Press. <https://doi.org/10.17226/25833>.

Disparities in Access to Experience Teachers

Research by Kini and Podolsky (2016) addressed whether teaching experience increases teacher effectiveness. They found that gains in teacher effectiveness were most striking during the first five years in the classroom but continued to increase during the second and often third decade of a career. Another finding was that student attendance also improved with teacher experience.

What to Measure	<ul style="list-style-type: none">• Group differences in instruction by novice versus experienced teachers• Group differences by longevity in partner district
What Data to Use*	<ul style="list-style-type: none">• Administrative data on teachers' years of experience• Administrative data on the number of teachers with 5 or more years of experience by group(s)• Administrative data on teachers' years in current partner district and by total years of experience
Metric	<ul style="list-style-type: none">• The percentage of teachers with 5 or more years of experience• The percentage of teachers with 5 years or more experience in the same partner district
Consideration	Groups being measured should be identified. Groups can be defined in multiple ways – some possibilities are by demographics, school, grade level, or disability of students. The same groups should have the percentage of experienced teachers calculated annually.

* This indicator can be based on calculations of existing data.

References

Kini, T., & Podolsky, A. *Does teaching experience increase teacher effectiveness? A review of the research* (Palo Alto: Learning Policy Institute, 2016). <https://doi.org/10.54300/625.642>.

Disparities in Access to Certified Teachers

Historically, students of color or students from a lower socioeconomic status have disproportionately had more classes taught by uncertified or underprepared teachers. The Learning Policy Institute researches to inform educational policy. Based on their review of workforce reports for Missouri, the Learning Policy Institute (n.d.) reports that in...

"2015-16, 0.7% of teachers [1,159] were teaching on temporary or special assignment certificates, and 1% of teachers were teaching with substitute credentials, expired credentials, or no credentials at all. These counts likely underestimates shortages because the state does not count the total number of teachers not certified for their teaching assignments. Although we do not know the exact number of teachers, we do know that 3.8% of courses in the state are taught by teachers defined as 'not highly qualified.' These data suggest there are additional teachers in Missouri underprepared for the classroom."

Since 2015-16, the situation has only worsened, with the pandemic further exacerbating an already complex issue.

What to Measure	Group differences in instruction by certified teachers teaching classes in their certification area <ul style="list-style-type: none">Group differences in instruction by teachers' level of certification<ul style="list-style-type: none">Substitute, provisional, temporary, initial, careerGroup differences in instruction by level and whether teachers are teaching in their certified area<ul style="list-style-type: none">Non-traditional path, house form
What Data to Use	Administrative data on teachers' certification and course assignments*
Metric	The percentage of certified teachers teaching in their area of certification
Consideration	Groups being measured should be identified. Groups can be defined in multiple ways – some possibilities are by demographics, school, grade level, or disability of students. The same groups should have the percentage of experienced teachers calculated annually.

* Data for this indicator is available by running the Staff Assignment and the Staff Certificate Report in MoDESE's web application.

References

Learning Policy institute. (n.d.). *Uncertified teachers and teacher vacancies by state*. Retrieved January 8, 2022, from learningpolicyinstitute.org/uncertified-teachers-and-teacher-vacancies-state.

Disparities in Racial/Ethnic Diversity

The Role Model effect is a strong strategy for lessening the academic achievement gap for children of color (Office of Communications – John Hopkins University, 2018). The results of research on the role model effect have demonstrated that students do better when taught by teachers that look like them, even if only for one year. According to the Associated Press (2019), the teachers in Missouri include 3.7% Black females, 1.2% Black males, and less than 1% Hispanics of either gender. During the same year, Black, Hispanic, and Multi-racial students comprised about 27% of the student population.

According to the National Center for Educational Statistics, demographic data for teacher in Missouri indicated that 1.5% were Hispanic, 93.3% were White, 3.8% were Black, 1.0 % were Multi-racial, and the number of Asian teachers did not meet the report standards. A comparison with the data from 2007-2008 indicates that Missouri teaching staff became slightly less diverse and more White in the intervening ten years. This situation means that many students of color do not have a teacher of color in any particular year, and some students of color may not be taught by a teacher of color in their school career.

What to Measure	<ul style="list-style-type: none">• Group differences in the percentage of students of color and teachers of color• Percentage of students of color that are taught by a teacher of color• Demographic data by job type
What Data to Use	<ul style="list-style-type: none">• Administrative data on teacher and student demographics and class assignments*• Administrative data on demographics by department
Metric	<ul style="list-style-type: none">• The percentage of teachers of color compared to the percentage of students of color• Percentage of students of color that are taught by a teacher of color• Proportions by race/ethnicity by department
Consideration	Groups being measured should be identified. Groups can be defined in multiple ways – some possibilities are by demographics, school, grade level, or disability of students. The same groups should have the percentage of experienced teachers calculated annually.

* This data can be calculated using existing data included in annual MOSIS submissions



References

- Associated Press. (2019, October 11). *Only 1% of 100K teachers in Missouri, Kansas are black men*. NBC News. Retrieved January 8, 2022, from <https://www.nbcnews.com/news/nbcblk/only-1-100k-teachers-missouri-kansas-are-black-men-n1064931>
- IES (Institute of Education Sciences and NCES National Center for Educational Statistics. (n.d.). *Percentage distribution of female public school teachers, by race/ethnicity and state: 2017–18*. IES>NCES National Center for Education Statistics. Retrieved April 13, 2022, from https://nces.ed.gov/surveys/ntps/tables/ntps1718_20062201_t1s.asp
- IES (Institute of Education Sciences and NCES National Center for Educational Statistics. (n.d.). *Percentage distribution of female public school teachers, by race/ethnicity and state: 2007–08*. IES>NCES National Center for Education Statistics. Retrieved April 13, 2022, https://nces.ed.gov/surveys/sass/tables/sass0708_2009324_t1s_02.asp
- Missouri Department of Elementary and Secondary Education (MoDESE). (n.d.). *State report card:2020*. MCDS Portal: MoDESE. Retrieved January 8, 2022, from https://apps.dese.mo.gov/MCDS/Reports/SSRS_Print.aspx?Reportid=84d85ca8-c722-4f9b-9935-70d36a53cf54
- Office of Communications - John Hopkins University. (2018, November 12). *Black students who have one black teacher more likely to go to college* « *News from the*. Johns Hopkins University. Retrieved January 8, 2022, from <https://releases.jhu.edu/2018/11/12/black-students-who-have-one-black-teacher-more-likely-to-go-to-college/>
- U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public School Teacher Data File,” 2017–18.

Indicators of Access to a Stable Learning Environment

Disparities in Staff Turnover
Disparities in Mid-year Vacancies
Disparities in Teacher Attendance and Class Membership
Disparities in Discipline Practices

Teacher-student relationships are critical to students' academic success, especially for marginalized groups (New York University, 2017). Strong teacher-student relationships were associated with improvements in measures of school success, including student academic engagement, attendance, and grades (Sparks, 2021). One of the most considerable barriers to school relationships is absence; participants must be present consistently (Waterford, 2021).

References

- New York University. (2017, September 26). *Teachers report weaker relationships with students of color, children of immigrants*. Science Daily. Retrieved January 8, 2022, from www.sciencedaily.com/releases/2017/09/170926105439.htm
- Sparks, S. D. (2021, September 17). *Why teacher-student relationships matter*. Education Week. Retrieved January 8, 2022, from
- Waterford. (2021, October 6). *Why strong teacher relationships lead to student engagement and a better school environment*. Waterford.Org. Retrieved January 8, 2022, from www.waterford.org/education/teacher-student-relationships/

Disparities in Staff Turnover

The CALDER study (Ronfeldt et al., 2016) found that grade-level students with higher turnover scored lower in both ELA and math. They found that the adverse effects of teacher turnover impacted the students' achievement in the leaving teachers' classrooms and, to a lesser degree, the achievement of students in the staying teachers' classrooms. Furthermore, turnover of school leaders (principals, administrators, etc.) has shown a detrimental effect on lower test scores, school proficiency rates, and teacher turnover (Harbatkin, E. & Henry, G.T., 2019).

Finally, turnover of non-instruction staff also impacts student performance, student well-being, and the quality of the work/learning environment. All school members (students, teachers, administrators, and staff) acutely feel the impact of shortages in staff that keep the system operating every day, including bus drivers, bus monitors, lunchroom aides, childcare workers (Rodriguez-Delgado et al., 2021), custodians, secretaries, clerks, paraprofessionals, substitutes. Unfortunately, students in marginalized groups or low-performing schools may be more severely impacted by staff turnover.

What to Measure	Group differences in the percentage of administrators, teachers, paraprofessionals, or staff that have persisted more than one year in a: <ul style="list-style-type: none">• School (ex. elementary; middle; high)• Grade• Course/placement (ex. Co-teaching; resource; self- contained)• Position
What Data to Use	Administrative data from HR and department leaders regarding job assignment*
Metric	The percentage of administrators, teachers, paraprofessionals, or staff with more than one year in the same placement
Consideration	<ul style="list-style-type: none">• Groups being measured should be identified. Groups can be defined in multiple ways – some possibilities are by demographics, school, grade level, or disability of students.• We may want to consider measuring more than just a single year (maybe 3 or 5).

* This indicator can be based on calculations of existing data.

Disparities in Staff Turnover Continued

References

Harbatkin, E. & Henry, G.T. (2019, October 18). The cascading effects of principal turnover on students and schools. Brookings. Retrieved January 2, 2022, from www.brookings.edu/blog/brown-center-chalkboard/2019/10/21/the-cascading-effects-of-principal-turnover-on-students-and-schools/

Ronfeldt, M., Loeb, S., & Wyckoff, J. (2012, January). How teacher turnover harms student achievement (CALDER Working Paper No. 70). Center for Analysis of Longitudinal Data in Educational Research. Retrieved January 2, 2022, from caldercenter.org/publications.

Rodriguez-Delgado, C., Kai-Hwa Wang, F., Hays, G., & Chavez, R. (2021, November 23). Schools across the country are struggling to find staff. Here's why. PBS NewsHour. Retrieved January 2, 2022, from www.pbs.org/newshour/education/schools-across-the-country-are-struggling-to-find-staff-heres-why



Disparities in Mid-Year Vacancies

While any teacher turnover affects student performance and school climate, Henry and Redding (2020) found that teachers leaving mid-year had a significantly greater negative impact on student achievement. Another study (Redding & Henry, 2018) found that roughly a quarter of all teacher turnover occurs during the school year. This observation is important because within-year turnover is more disruptive and has more detrimental effects on student achievement, especially when the turnover occurs between November and April.

What to Measure	<ul style="list-style-type: none"> • Group differences in the percentage of students who have the same teacher at the beginning and end of the year (or semester at the secondary level) • Group differences in the percentage of paraprofessionals that is at the same site from the beginning of the year to the end of the year • Group differences in the percentage of school staff at the site from the beginning of the year to the end of the year
What Data to Use*	<ul style="list-style-type: none"> • Class rosters for the beginning of the school year/semester and the end of the school year/semester • Paraprofessional assignments at beginning of year and end of year • Other school staff assignment from beginning of year to end of year
Metric*	<ul style="list-style-type: none"> • The percentage of students with the same teacher at the beginning and end of the school year/semester • The percentage of paraprofessionals in the same schools at the beginning and end of the year • The percentage of other school staff in the same schools at the beginning and end of the year • The percentage of student mobility within that district
Consideration	Groups being measured should be identified. Groups can be defined in multiple ways – some possibilities are by demographics, school, grade level, or disability of students.

* This indicator can be based on calculations of existing data.

References

- Henry, G. T & Redding C. (2020, March 1). *The Consequences of Leaving School Early: The Effects of Within-Year and End-of-Year Teacher Turnover* | Education Finance and Policy | MIT Press. MIT Press Direct. Retrieved January 2, 2022, from direct.mit.edu/edfp/article-abstract/15/2/332/65045/The-Consequences-of-Leaving-School-Early-The?redirectedFrom=fulltext
- Redding, C., & Henry, G. T. (2018). *Leaving School Early: An Examination of Novice Teachers' Within-and End-of-Year Turnover*. *American Educational Research Journal*, 56(1), 204– 236. <https://doi.org/10.3102/0002831218790542>

Disparities in Teacher Attendance and Class Membership

The Essentials for Childhood Framework developed by the Centers for Disease Control and Prevention (CDC) defines stability as the degree of predictability and consistency in a child's social, emotional, and physical environment. Robinson et al. (2016) specified three areas within this concept: curriculum/policy stability, staffing stability, and stability of school attendance. Some of these areas are addressed explicitly by other SSD Equity Indicators. The metrics for this indicator focus on the attendance of students and teachers.

Stable classroom environments have stable peer groups for students and consistent adult relationships. To accomplish this, students must be regularly present, and the class should have limited member fluctuations. Also, students need to be taught by the same teachers regularly.

What to Measure	<ul style="list-style-type: none"> • Group differences in the percentage of students with attendance of 90% or greater • Group differences in the percentage of students (that were a student in that classroom all year) with the same end-of-year teacher as they had at the beginning of the year • Group differences in the percentage of assigned classroom teachers teaching in their classroom at least 90% of the time
What Data to Use*	<ul style="list-style-type: none"> • Administrative data on student attendance • Beginning of year classroom rosters and end of year classroom rosters • Administrative data on teacher attendance and daily schedules
Metric	<ul style="list-style-type: none"> • Student attendance percentages • Percentage of students whose teacher was present in the classroom at least 90% of the days (semester for secondary students) • Percentage of teachers teaching in their classrooms each day (days absent and days out for professional development, meetings, etc., do not count as days "teaching in the classroom.")
Consideration	Groups being measured should be identified. Groups can be defined in multiple ways – some possibilities are by demographics, school, grade level, or disability of students.

* This indicator can be based on calculations of existing data.

References

Centers for Disease Control and Prevention, (u.d.). *Essentials for childhood: Steps to create safe, stable, and nurturing relationships*. Downloaded from www.cdc.gov/violenceprevention/childabuseandneglect/essentials/resources.html on January 2, 2022.

Robinson, L.R., Leeb, R.T., Merrick, M.T., Forbes, L. W. (2016). *Conceptualizing and measuring safe, stable, nurturing relationships and environments in educational settings*. *J Child Fam Stud* 25, 1488–1504. Retrieved from <https://doi.org/10.1007/s10826-015-0332-2> on January 2, 2022.

Disparities in Discipline Practices

A school's approach to student discipline can influence students' access to equitable learning conditions. Exclusionary discipline policies, such as in- or out-of-school suspension, remove students from the classroom and reduce their learning opportunities. Suspensions are particularly relevant to equity concerns given the large discrepancies in suspension rates across racial/ethnic groups.

What to Measure	Group differences for in-school suspensions, out-of-school suspensions, and expulsions
What Data to Use*	Administrative data for suspension and expulsion
Metric**	<ul style="list-style-type: none"> • The differences in the percentage of students by group assigned to in-school suspension, out-of-school suspension, and expulsion by ethnicity and race • The differences in the percentage of students by group assigned to in-school suspension, out-of-school suspension, and expulsion by other characteristics • The differences in the percentage of students by group assigned to in-school suspension, out-of-school suspension, and expulsion by ethnicity and race • The group differences in the average number of days suspended or expelled by other characteristics
Consideration	Groups being measured should be identified. Groups can be defined in multiple ways – some possibilities are by demographics, school, grade level, or disability. The same groups should have the percentage of in-school suspensions, out-of-school suspensions, and expulsions calculated each year.

* This indicator can be based on calculations of existing data.

**Compare districts that have been identified with discipline that was not disproportionate with districts that have been identified with discipline that was disproportionate.

References

National Academies of Sciences, Engineering, and Medicine (2020). *Building educational equity indicator systems: A guidebook for states and school districts*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/25833>

Indicators of Student Engagement

Disparities in Student Attendance
Disparities in High-quality Academic Supports
Disparities in Access to SSD Programs and Placement

Although student engagement has behavioral, emotional, and cognitive components, only behavior engagement is observable by others, making it a crucial signal of the overall engagement. Educators need to be responsive to these behavioral signals, such as attendance and high-quality support access. According to the Nation Research Council and Institute of Medicine (2004), while “disengagement cuts across racial/ethnic, socioeconomic, and achievement lines, ...the consequences of disengagement are more significant for students from families with fewer resources; there are more second chances and supports outside of school for students from more affluent families.”

- Allensworth et al. (2018) p. 4

References

Allensworth, E.M., Farrington, C.A, Gordon, M.F., Johnson, D.W., Klein, K., McDoniel, B., & Nagaoka, J. (2018). *Supporting social, emotional, and academic development: Research implications for educators*. Chicago, IL: University of Chicago Consortium on School Research.

National Research Council and the Institute of Medicine (2004). *Engaging schools: Fostering high school students' motivation to learn. Committee on Increasing High School Students' Engagement and Motivation to Learn*. Board on Children, Youth, and Families, Division of Behavior and Social Sciences and Education. Washington, DC: National Academies Press.

Disparities in Student Attendance

Although the most basic requirement for engagement in learning is to be present, about 15 percent of K-12 students are chronically absent (missing more than 10 percent of class time). A ten percent absentee level means missing about a month of school, making it difficult for the student to keep up academically. This deficit is especially burdensome for students if they are already behind academically (Waterford, 2021).

What to Measure	Group differences in attendance rates
What Data to Use*	Administrative data for student attendance
Metric	The percentage of students by group with specific attendance rates
Consideration	Groups being measured should be identified. Groups can be defined in multiple ways – some possibilities are by demographics, school, grade level, or disability.

* This indicator can be based on individual student attendance rates.

References

Waterford. (2021, October 6). *Why strong teacher relationships lead to student engagement and a better school environment*. Waterford.Org. Retrieved January 8, 2022, from <https://www.waterford.org/education/teacher-student-relationships/>

Disparities in Access to High-Quality Academic Supports

Many students need additional resources or academic supports to succeed. School-based academic supports can include various services, such as special education services, English learner services, educational support classes, tutoring, early warning systems, and transition activities.

What to Measure	Group differences and participation in formalized systems of tutoring or other types of academic supports, including special education services and services for English learners
What Data to Use*	Disaggregated participation data for federal-, state-, and district-sponsored programs and services
Metric	The differences in the percentage of students by the group participating in formalized academic supports
Consideration	<ul style="list-style-type: none">• Groups being measured should be identified. Groups can be defined in multiple ways – some possibilities are by demographics, school, grade level, or disability.• After creating a comprehensive compilation of school-based academic supports, the supports to examine must be identified. The same supports need to be tracked over multiple years.

* This indicator can be based on individual student participation in academic support.

References

National Academies of Sciences, Engineering, and Medicine (2020). *Building educational equity indicator systems: A guidebook for states and school districts*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/25833>

Disparities in Access to SSD Programs and Placement

SSD implements a variety of programs and delivery models to address the needs of its students. The programs in which students are placed and the delivery models assigned are areas for potential inequities if the principle of least restrictive environment (LRE) is not adhered to during placements and decision-making.

“LRE means that a student who has a disability should have the opportunity to be educated with non-disabled peers, to the greatest extent appropriate. They should have access to the general education curriculum, extracurricular activities, or any other program that non-disabled peers would be able to access. The student should be provided with supplementary aids and services necessary to achieve educational goals if placed in a setting with non-disabled peers. Generally, the less opportunity a student has to interact and learn with non-disabled peers, the more the placement is considered to be restricted” (US Legal, Inc., n.d.).

What to Measure	Group differences in program participation or delivery models using LRE data
What Data to Use*	<ul style="list-style-type: none">• Administrative data for student placement• Administrative data on rates of identification in various disability categories and the restrictiveness of placements
Metric	The differences in the percentage of students by group assigned to various programs, delivery models, disability categories, or restrictiveness of placement
Consideration	<ul style="list-style-type: none">• Groups being measured should be identified. Groups can be defined in multiple ways – some possibilities are by demographics, school, grade level, or disability.• It is also important to decide the constants for each group and the desired granularity of the analysis for the group.

* This indicator can be based on individual student program placement or delivery model assignment.

References

US Legal, Inc. (n.d.). *Least Restrictive Environment [LRE] Law and Legal Definition* | USLegal, Inc. US Legal. Retrieved Feb. 28, 2022, from <https://definitions.uslegal.com/l/least-restrictive-environment-lre/>

Indicators of Postsecondary Success

Disparities in Prerequisite Courses Needed for College Courses
Disparities in Graduation and Post-Graduation Outcomes

“Education is a critically important way for individuals to pursue their goals in life. On average, higher levels of educational attainment are associated with higher levels of financial, emotional, and physical well-being over people’s lifetimes. And research consistently shows that differences in educational attainment are related to race/ethnicity and gender, with substantial implications for disparities later in life.”

-National Academies of Science, Engineering, and Medicine (2020) p. 29

References

National Academies of Sciences, Engineering, and Medicine (2020). Building educational equity indicator systems: A guidebook for states and school districts. Washington, DC: The National Academies Press. <https://doi.org/10.17226/25833>.

Disparities in Prerequisite Courses Needed for College Classes

One measure of preparation for college success is the academic intensity of the high school coursework. The National Postsecondary Education Cooperative's report (Kuh et al. 2006) on postsecondary outcomes noted that 87% of students who completed 4 years of math, science, and English in high school persisted to graduation compared with the 62 percent persistence rate for those who did not complete a course of study containing these classes. The report also noted that Adelman (1999, 2006) found that the level of mathematics completion—algebra II, precalculus, trigonometry, and calculus—was the best high school predictor of academic success in college. Two types of disparities are monitored for this area of potential inequity: the number of years completed in English, mathematics, and science and the level of mathematics achieved at graduation.

What to Measure	<ul style="list-style-type: none"> Group difference in the number of years of successful completion of English, mathematics, and science coursework Group differences in the levels of mathematics obtained
What Data to Use*	End of year high school transcripts
Metric	<ul style="list-style-type: none"> The percentage of students (by groups) on-track to successfully complete 4 years of English, mathematics, and science upon graduation (i.e., 1 year completed by the end of 9th grade, 2 years completed by the end of 10th grade, 3 years completed by the end of 11th grade, and 4 years completed by graduation) The percentage of graduating students (by group) that has completed at least one of the advanced mathematics courses
Consideration	Groups being measured should be identified. Groups can be defined in multiple ways – some possibilities are demographics, school, program, or disability.

* This indicator can be based on calculations of existing high school transcripts.

References

- Adelman, C. (1999). *Answers in the toolbox: Academic intensity, attendance patterns, and bachelor's degree attainment*. U.S. Department of Education. Washington, DC: Office of Educational Research and Improvement.
- Adelman, C. (2006, February). *The toolbox revisited: Paths to degree completion from high school through college*. U.S. Department of Education. Washington, DC: Office of Vocational and Adult Education.
- Kuh, G.D., Kinzie, J., Buckley, J.A., Bridges, B.K., & Hayek, J.C. (2006, July) *What matters to student success: A review of literature* (Commissioned Report for the National Symposium on Postsecondary Student Success). National Postsecondary Education Cooperative (NPEC). Retrieved from <https://nces.ed.gov/ipeds/npec/commissioned-papers> on January 2, 2022.

Disparities in Graduation and Postsecondary Outcomes

Measures of success and equity in preparation for life after high school can most readily be determined by tracking the paths of high school graduates, including 2- and 4-year college programs, the military, employment, and unemployment. Even among high school graduates, there are large disparities in the paths taken by students from different groups. These disparities can contribute to inequities in economic well-being in adulthood.

What to Measure	<ul style="list-style-type: none">• Group differences in enrollment in college, enrollment in a trade school, entry into the workforce, or enlistment in the military• Group differences in a sense of belonging
What Data to Use*	<ul style="list-style-type: none">• Data collected for the Core Data/MOSIS - February Student Graduate Follow-Up submission• Data from survey of 12th grade for sense of belonging
Metric	<ul style="list-style-type: none">• The percentage of student graduates (by groups) enrolled in a college/university, enrolled in a trade/technical school (or program), employed, or in the military that meets or exceeds the state standard and /or demonstrates the required improvement. (MSIP 6.0)• The percentage of student in 12th grade (by groups) that indicate a satisfactory sense of belonging.
Consideration	Groups being measured should be identified. Groups can be defined in multiple ways – some possibilities are demographics, school, program, or disability.

* This indicator can be based on calculations of existing data collections.

References

- Missouri Department of Elementary and Secondary Education (MoDESE). (2021, December 18). *Department of elementary and secondary education proposed Missouri school improvement program standards [MSIP 6]: Strategic priorities and continuous improvement system*. Missouri Department of Elementary and Secondary Education. Retrieved January 7, 2022, from <https://dese.mo.gov/media/pdf/msip-6-proposed-standards>
- Missouri Department of Elementary and Secondary Education (MoDESE). (2021, December 18). *MSIP 6.0 rule*. Missouri Department of Elementary and Secondary Education. Retrieved January 7, 2022, from <https://dese.mo.gov/media/pdf/msip-6-rule>
- National Academies of Sciences, Engineering, and Medicine (2020). *Building educational equity indicator systems: A guidebook for states and school districts*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/25833>.

RUBRIC FOR SSD EQUITY INDICATORS

Rubric for SSD Equity Indicators

Considerations for Usage

This rubric may be used in its entirety or for specific areas. Using multiple indicators will result in a more in-depth understanding of the differences between/among the group(s).

Directions for Use with the Individual Indicators

1. Choose the groups you want to understand better,
2. Obtain the specific data needed to determine which criteria level has been met.
3. Write the group name in the criteria level in which its data fell.
4. Discuss the differences among the levels for the groups.

Summarizing the Review

Choose a different color for each group being reviewed. Record the level in which the data results fell with a mark using its assigned color. Group data being reviewed. (Put color in parentheses after the name.) If there is more than one probe examined for the indicator, decide which level best represents the overall data for that indicator.

Indicator	Level 0	Level I	Level II	Level III
Access to High-Quality Effective Teaching				
Experienced Teachers				
Certified Teachers				
Racial/Ethnic Diversity				
Access to Stable Learning Environment				
Staff Turnover				
Mid-Year Vacancies				
Teacher Attendance & Class Membership				
Discipline Practices				
Student Engagement				
Student Attendance				
High-Quality Academic Supports				
SSD Program and Placement				
Post-Secondary Success				
Prerequisite Courses				
Graduation and Post-Secondary Outcomes				

Comments:

Rubric: Indicators of Access to High-Quality Effective Teaching

Goal: All student groups will have equal access to high-quality teaching.

Indicator	Groups	Probe	Level 0	Level I	Level II	Level III
Experienced Teachers		How many years has the teacher taught?	Criteria for Level I not met.	80% of teachers have 3 or more years of experience	70% of teachers have 5 or more years of experience	60% have 10 or more years of experience
Certified Teachers		Is the teacher certified and teaching in an area of their certification?	Criteria for Level I not met.	95% of teachers are certified.	100% of teachers are certified, but not all are teaching in their area of certification.	100% of teachers are certified, but not all are teaching in their area of certification.
Racial/ Ethnic Diversity		What percentage of teachers and students are Black, Hispanic, or Multi-racial?	Criteria for Level I not met.	The percentage of teachers of color is 3% of the students of color. i.e., if students of color comprise 30% of the student population, the teachers of color should comprise 0.9% of the teaching population.	The percentage of teachers of color is 5% of students of color. i.e., if students of color comprise 30% of the student population, the teachers of color should comprise 1.5% of the teaching population.	The percentage of teachers of color is 10% of students of color. i.e., if students of color comprise 30% of the student population, the teachers of color should comprise 3% of the teaching population.
		What percentage of students of color are taught by a teacher of color?	Criteria for Level I not met.	10% of students of color are taught by a teacher of color	20% of students of color are taught by a teacher of color	30% of students of color are taught by a teacher of color

Rubric: Indicators of Access to a Stable Learning Environment

Goal: All student groups will have equal access to a stable learning environment to provide a sense of safety and security and to develop trust.

Indicator	Groups	Probe	Level 0	Level I	Level II	Level III
Staff Indicator		What percentage of teachers are in the exact placement and site as the previous year?	Criteria for Level I not met.	80% of teachers are in the same placement as last year.	85% of teachers are in the same placement as last year.	0% teachers are in the same placement as last year.
		What percentage of administrators are in the exact placement and site as the previous year.	Criteria for Level I not met.	90% of administrators are in the same placement as last year.	95% of administrators are in the same placement as last year.	98% of administrators are in the same placement as last year.
		What percentage of staff are in the exact placement and site as the previous year?	Criteria for Level I not met.	75% of staff are in the same placement as last year.	80% of staff are in the same placement as last year.	85% of staff are in the same placement as last year.
Mid-Year Vacancies		At the end of the year/ semester, what percentage of students have the same teacher they had at the beginning of the year/ semester?	Criteria for Level I not met.	97% of students have the same teacher through the school year/ semester.	98% of students have the same teacher through the school year/ semester.	99% of students have the same teacher through the school year/ semester.

Indicator	Groups	Probe	Level 0	Level I	Level II	Level III
Teacher Attendance and Class Membership		What percentage of students have 90% attendance or better?	Criteria for Level I not met.	85% of students have an attendance rate of 90% or better.	90% of students have an attendance rate of 90% or better.	95% of students have an attendance rate of 90% or better.
		What percentage of classrooms have 90% of the students with 90% attendance or better?	Criteria for Level I not met.	90% of administration are in the same placement as last year.	95% of administration are in the same placement as last year.	100% of administration are in the same placement as last year.
		What percentage of students had teachers present in their classroom for 90% of the days?	Criteria for Level I not met.	The teachers of 95% of the students taught in their classroom 90% of the days.	The teachers of 95% of the students taught in their classroom 90% of the days.	The teachers of 99% of the students taught in their classroom 90% of the days.
Discipline Practices		What percentage of students were assigned in-school suspension?	Criteria for Level I not met.	20% or less of the students were assigned in-school suspension.	15% or less of the students were assigned in-school suspension.	10% or less of the students were assigned in-school suspension.
		What percentage of students were assigned out-of-school suspension?	Criteria for Level I not met.	10% or less of the students were assigned out-of-school suspension.	5% or less of the students were assigned out-of-school suspension.	2% or less of the students were assigned out-of-school suspension.
		What percentage of students were assigned expulsion?	Criteria for Level I not met.	1% of students or less were expelled.	0.5% of students or less were expelled.	0.2% of students or less were expelled.
		What was the average number of days suspended?	Criteria for Level I not met.	The average number of days suspended was 10 or less.	The average number of days suspended was 5 or less.	The average number of days suspended was 3 or less.

Rubric: Indicators of Student Engagement

Goal: All student groups will have equal access to high-quality teaching.

Indicator	Groups	Probe	Level 0	Level I	Level II	Level III
Student Attendance		What is the student group's attendance	Criteria for Level I not met.	The attendance rate for the group is 90% or greater.	The attendance rate for the group is 95% or greater.	The attendance rate for the group is 98% or greater.
High-Quality Academic Supports		What is the difference between the percentage of the students/ groups participating in formalized academic supports?	Criteria for Level I not met.	The difference between the participation of students/ groups in formalized academic supports is <30%.	The difference between the participation of students/ groups in formalized academic supports is <20%.	The difference between the participation of students/ groups in formalized academic supports is <10%.
Access to SSD Programs and Placement		What is the difference by group of students assigned to various programs, delivery models, disability categories, or restrictive placements?	Criteria for Level I not met.	The difference by group of students assigned to various programs, delivery models, disability categories, or restrictive placements is <30%.	The difference by group of students assigned to various programs, delivery models, disability categories, or restrictive placements is <20%.	The difference by group of students assigned to various programs, delivery models, disability categories, or restrictive placements is <10%.

Rubric: Indicators of Post-Secondary Success

Goal: All student groups will have equal access to high-quality teaching.

Indicator	Groups	Probe	Level 0	Level I	Level II	Level III
Prerequisite Courses		What percentage of students are on track to complete 4 years of English, mathematics, and science upon graduation?	Criteria for Level I not met.	70% of students are on track to complete 4 years of English, mathematics, and science. i.e., 1 year completed by the end of 9th grade, 2 years completed by the end of 10th grade, 3 years completed by the end of 11th grade, and 4 years completed by graduation.	80% of students are on track to complete 4 years of English, mathematics, and science. i.e., 1 year completed by the end of 9th grade, 2 years completed by the end of 10th grade, 3 years completed by the end of 11th grade, and 4 years completed by graduation.	90% of students are on track to complete 4 years of English, mathematics, and science. i.e., 1 year completed by the end of 9th grade, 2 years completed by the end of 10th grade, 3 years completed by the end of 11th grade, and 4 years completed by graduation.
		What percentage of graduating students have completed at least one advanced mathematics or advanced vocational course?	Criteria for Level I not met.	20% of graduating students have completed at least one advanced mathematics or advanced vocational course.	35% of graduating students have completed at least one advanced mathematics or advanced vocational course.	50% of graduating students have completed at least one advanced mathematics or advanced vocational course.
Graduation and Post-Graduation Outcomes		In the year following graduation, what percentage of students are enrolled in a college/university, enrolled in a trade/ technical school (or program), were employed, or enlisted in the military? (MSIP 6.0 criteria)	Criteria for Level I not met.	70% of graduates enrolled in a college/university, enrolled in a trade/ technical school (or program), were employed, or enlisted in the military?	80% of graduates enrolled in a college/university, enrolled in a trade/ technical school (or program), were employed, or enlisted in the military?	90% of graduates enrolled in a college/university, enrolled in a trade/ technical school (or program), were employed, or enlisted in the military?

SSD EQUITY FIVE YEAR PLAN 2020-25

The five-year equity plan outlines the goals and action steps for equity for the next five years. The goals cover topics such as policies and procedures, leadership, Inclusivity, curriculum and instruction, evaluation and reporting, programming and placement, support services, and professional learning.

Guiding Principles Action Plans and Timelines

Gray shading indicates districtwide actions
Beige shading indicates school-level actions

Orange text indicates completed task
Blue text indicates current/ongoing
Black text indicates future project

Category	Collective Actions	Metric	Champions	Timelines
Policies, Guidelines, and Operating Practices	Equity review of policies and regulations by Director of Equity. Comments from review forwarded to representatives from the Policy Review Committee.	BOE has reviewed recommended changes from Policy Review Committee.	Director of Equity; Chief HR Officer; Policy Review Committee	Fall 2020 - 2021
Policies, Guidelines, and Operating Practices	Review of new and revised policies by the policy committee.	BOE has reviewed recommended changes from Policy Review Committee.	Director of Equity; Chief HR Officer; Policy Review Committee	Ongoing Fall 2021 - Summer 2025
Policies, Guidelines, and Operating Practices	Review department processes and procedures for equity.	Revised department processes and procedures.	Department Leaders; Director of Equity	Spring 2023 - Spring 2024
Policies, Guidelines, and Operating Practices	Annual department self-assessment on how well they are implementing processes and procedures in practice	Self-assessment documentation	Department Leaders; Director of Equity	Ongoing Spring 2023 - Spring 2024
Policies, Guidelines, and Operating Practices	Conduct a school-level equity review of SSD school processes and procedures.	Revised procedures and processes	School Leaders; Principals; School Equity Teams; Director of Equity	Fall 2024 - Summer 2025
Policies, Guidelines, and Operating Practices	Conduct a school-level equity review of SSD school handbooks.	Revised handbooks	School Leaders; Principals; School Equity Teams; Director of Equity	Fall 2023 - Summer 2024
Leadership	Continue to develop the school equity review of SSD school handbooks.	Equity Quality Indicators with action plans	School Admin; School Equity Teams; Director of Equity	Ongoing Spring 2021 - Summer 2025

Guiding Principles Action Plans and Timelines Continued

Category	Collective Actions	Metric	Champions	Timelines
Inclusivity	Collaborate on equity strategies to recruit and a more diverse staff.	Increase of 2% in diversity among staff by job type	Chief HF Officer; Director of HR; Director of Equity	Fall 2022 - Fall 2023
Inclusivity	Collaborate on equity strategies to include more diverse communities and families in decision-making activities.	Number of community and family members on decision-making committees	Family Engagement; Instructional Administrators; PEDA District Leadership Team; Director of Equity	Ongoing Spring 2021 - Summer 2025
Curriculum, Learning Materials, and School Practices	Review and assess existing curriculum for bias-free, culturally relevant concepts and content	Review process completed	Curriculum coordinators, Director of Equity	Fall 2023 - Summer 2024
Curriculum, Learning Materials, and School Practices	Review and assess existing curriculum for the variety of methods and measures by which students can demonstrate knowledge, skills, and learning.	Review process completed	Curriculum coordinators, Director of Equity	Fall 2024 - Summer 2025
Bias-Free Student Assessment, Evaluation, and Reporting	Develop a list of topics (e.g., diagnosis) that could be areas of potential bias in assessment, evaluation, and/or reporting.	Prioritized compiled list of topics provided to the Director of Equity	School Psychs; Director of Equity; DRMS	Fall 2023
Bias-Free Student Assessment, Evaluation, and Reporting	Investigate inequities from the topic list through data and file review.	Completed review by topic with recommendations	School Psychs, EPS; Director of Equity	Spring 2023 - Spring 2025
Bias-Free Student Assessment, Evaluation, and Reporting	Examine assessment tools used by SSD for bias and provide recommendations for tools found to be the least biased.	Summary of review of assessment tools	School Psychs, EPS; Director of Equity	Fall 2022 - Fall 2023

Category	Collective Actions	Metric	Champions	Timelines
Equitable Student Programming and Placement	Complete the revision to the processes for change of placement. Demonstrate consistent use through file review.	Process revision completed. File review indicates that the process was used in at least 80% of student change of placement decisions.	Executive Director of Schools; Director of Equity	Fall 2022 - Fall 2023
Equitable Support Services	Review processes for identifying and providing support for individuals who require support services.	Analyze the utilization of related services across the country.	Exec. Director of Student Services; Related Service; EPS; Director of Equity	Fall 2023 - Spring 2024
Equitable Professional Learning	Develop a conceptual framework of equity that is agreed upon by the district.	Adoption of the Equity Framework by the Board of Education.	District Leaders; CSIP 4.1 Committee; Director of Equity	Summer 2020 - Spring 2021
Equitable Professional Learning	Develop/ identify a series of training modules to increase understanding equity.	Modules, module protocols, and PL session are developed.	Director of Equity; CSIP 4.1 Committee; PL Staff	Summer 2021
Equitable Professional Learning	Provide an introduction to equity work and the equity model by providing a PL opportunity, "Framing the Framework."	List of staff who completed framework PL opportunity.	Director of Equity; CSIP 4.1 Committee; PL Staff	Summer 2021 - Spring 2022
Equitable Professional Learning	Provide District Leaders and School equity teams with professional learning opportunities in how to use the Framework documents	List of leaders and equity team members who completed modules	Director of Equity; CSIP 4.1 Committee; PL Staff	Fall 2021 - Spring 2022
Equitable Professional Learning	Provide professional opportunities for operation staff on the "Foundations of Equity."	List of operation staff who completed Years 3, 4, and 5 sessions.	Director of Equity; CSIP 4.1 Committee; PL Staff	Fall 2022 - Summer 2025

Guiding Principles Action Plans and Timelines Continued

Category	Collective Actions	Metric	Champions	Timelines
Equitable Professional Learning	Provide professional learning opportunities for operation staff, who work with families or students, which focus on the basics of equity and “Understanding Cultural Differences.”	List of operation staff who completed the Years 3, 4, and 5 PL sessions.	Director of Equity; CSIP 4.1 Committee; PL Staff	Fall 2022 - Summer 2025
Equitable Professional Learning	Provide professional learning opportunities for school classroom staff in diversity, equity, inclusion, and application to the classroom.	List of who has completed the “Equity in Educational Settings” and/or “Teaching with Learning in Mind” for Years 3, 4, and 5 PL sessions.	Director of Equity; CSIP 4.1 Committee; PL Staff	Fall 2022 - Spring 2025

Equity Professional Learning Plan

In 2020-2021, SSD launched a new, five-year Equity Learning Plan. These learnings assist staff with improving interactions when challenges occur in their relationships with students and colleagues. While focusing on understanding the connections between themselves and the larger context in which they work, staff examine questions of power, privilege, and unconscious bias. The equity work aims to understand and address the aspects of teaching that perpetuate equity-based barriers to effective instruction and meaningful learning—especially those that exist throughout the educational system but are within our control to change.



Five-Year Professional Learning Plan for Equity



Years 1 and 2 of the plan provide for foundational development by a subgroup of staff, followed by training the entire staff in the fundamentals of using the SSD Equity Framework in their daily work. This professional learning experience provides the staff with a common language and an understanding of how the equity work will progress.

During year 3, staff will increase their understanding of many of the components of equity while using a menu approach based on adult-centered learning. In this case, multiple courses contain the learnings desired. The learners (staff) may then select offerings in which they have the most interest. This approach facilitates the staff becoming more knowledgeable and putting the learnings into action.

During years 4 and 5, staff will have the opportunity to deepen understanding in an area with potential for institutional change and plan actions to make changes and provide input into that area. Like years two and three, a menu-based approach is utilized.

2020-2021

Year 1: Year of Preparation

The Director of Equity, the CSIP Committee for Equity, and individuals passionate about equity made strides in providing a foundation for a multi-year district-wide learning plan. A district-approved statement of equity was adopted; a review of district policies, guidelines, and procedures was conducted; and the Board of Education approved the SSD Equity Framework. During the summer of 2020, professional learning will begin focusing on the framework, guiding principles, and how to use them in their work.

2022-2023

Year 3: Diversity and Cultures

During year three, staff will study concepts of identity and diversity as they develop increased capabilities for working with and interacting across cultures.

2024-2025

Year 5: Integration into Practices

Options for this year focus on some of the more significant issues in equity, such as race, sexual identity, gender roles, environmental justice, and inclusion. Professional learning experiences for staff focus on the more esoteric concepts of equity and how our decisions begin to change institutional inequities.

EQUITY PROFESSIONAL LEARNING PLAN TIMELINE

2021-2022

Year 2: Working the Framework

All staff will participate in Framing the Frameworks professional learning sessions during year two. They will focus on equity in their job positions, guiding principles, and how to use the guiding principles to facilitate discussions on equity within their job positions. The outcome will be an entire community (SSD) united by processes and language as they make equity decisions daily in their job positions.

2023-2024

Year 4: Bias

Year four will focus on bias, both conscious and unconscious. It will provide opportunities to explore how biases develop, how to recognize them, and strategies for dealing with biases when interacting with others.

Five-Year Professional Learning Plan for Equity

Includes Possible Session Titles for Years 3 through 5

(F) after the session title indicates course delivery will be in-person, face-to-face.

(B) after the session title indicates the course delivery will be blended, some face-to-face and some virtual.

(V) after the session title indicates the course delivery will be virtual.

Topic	Year 1 2020-21 Year of Preparation	Year 2 2021-22 Working with the Framework	Year 3 2022-23 Diversity	Year 4 2023-24 Bias	Year 5 2024-25 Integration into Prac- tices
Foundations of Equity (Operations)	District Level Equity Work and Planning	Framing the Framework	<ul style="list-style-type: none"> -Diversity and Inclusion (F) -Identity stripping (F) -Intersectionality (F) -Under-resourced Communities (F) -Vector: Allyship Pt 1 and 2 (B) --Vector – Diversity & Awareness (B) -Vector – Engagement with Diversity(B) -What is Culture? (F) -Youth Culture (F) 	<ul style="list-style-type: none"> -Cognitive Bias (F) -Confronting Bias (F) -Microaggressions (F) -Stereotypes (F) -Vector: Diversity Competent Mentoring, Pt. 3 (B) 	<ul style="list-style-type: none"> -Environmental Justice (F) -Safe Space Training-(F) -Sexual Orientation and Gender Identity (F) -Systemic Privilege (F) -Vector: Diversity Competent Mentoring: Pt. 1 (B)

Five-Year Professional Learning Plan for Equity

Includes Possible Session Titles for Years 3 through 5

(F) after the session title indicates course delivery will be in-person, face-to-face.

(B) after the session title indicates the course delivery will be blended, some face-to-face and some virtual.
(V) after the session title indicates the course delivery will be virtual.

Topic	Year 1 2020-21 Year of Preparation	Year 2 2021-22 Working with the Framework	Year 3 2022-23 Diversity	Year 4 2023-24 Bias	Year 5 2024-25 Integration into Prac- tices
Understanding Cultural Differences (Operations having contact with families or students)	District Level Equity Work and Planning	Framing the Framework	*Cross-cultural Communication and Guiding Principles (F) -Diversity and Inclusion (F) -Identity Stripping (F) -Intersectionality (F) -Under-resourced Communities (F) -Vector: Allyship Pt 1 and 2 (B) -Vector – Classroom Inclusion (B) -Vector – Cultural Appreciation vs. Appreciation (B) -Vector– Diversity & Awareness (B) -Vector – Engagement with Diversity -What is Culture? (F) -Youth Culture (F)	-Cognitive Bias (F) -Microaggressions (F) -Stereotypes (F) -Vector- Communication for Inclusion (B) -Vector – Cultural Appropriation vs. Appreciation (B) -Vector: Classroom Inclusion (B) -Vector – Influence of Unconscious Bias (B)	-Environmental Justice (F) -Safe Space Training (F) -Sexual Orientation and Gender Identity (F) -Systemic Privilege (F) -Vector: Diversity Competent Mentoring: Pt. 1 (B)

Five-Year Professional Learning Plan for Equity

Includes Possible Session Titles for Years 3 through 5

(F) after the session title indicates course delivery will be in-person, face-to-face.

(B) after the session title indicates the course delivery will be blended, some face-to-face and some virtual.

(V) after the session title indicates the course delivery will be virtual.

Topic	Year 1 2020-21 Year of Preparation	Year 2 2021-22 Working with the Framework	Year 3 2022-23 Diversity	Year 4 2023-24 Bias	Year 5 2024-25 Integration into Prac- tices
Equity in Educa- tional Settings (School Staff & Certificated Staff A)	District Level Equity Work and Planning	Framing the Framework	<ul style="list-style-type: none"> -Diversity and Inclusion (F) -Systems in Student Support (F) -Teaching Culturally Diverse Students (F) - Vector: Allyship Pt 1 and 2 (B) -Vector: Classroom Inclusion: Bullying, Trauma, and Cultural Humility (B) -Vector: Disproportionality and Equity (B) -What is Culture? (F) -Youth Culture (F) 	<ul style="list-style-type: none"> -Cognitive bias (F) -Cross-cultural Communication and Guiding Principles (F) -Microaggressions (F) -Naming and Interrupting Bias in Educational Contexts (F) -Stereotypes (F) -Vector: Diversity Competent Mentoring, Pt. 3 (B) -Vector: Influence of Unconscious Bias (B) 	<ul style="list-style-type: none"> -Developing Leadership and Equity through Gay-Straight Alliances (F) -Equity in Special Education (F) -Environmental Justice (F) -Gender Inclusion in the Classroom (F) -Inclusive classroom Practices (F) -Safe Space Training (F) -Systemic Privilege (F) -The Innocent Classroom (F) -Vector: Diversity Competent Mentoring, Pt. 2 (B)

Note: * denotes a required course

Five-Year Professional Learning Plan for Equity

Includes Possible Session Titles for Years 3 through 5

(F) after the session title indicates course delivery will be in-person, face-to-face.
(B) after the session title indicates the course delivery will be blended, some face-to-face and some virtual.
(V) after the session title indicates the course delivery will be virtual.

Topic	Year 1 2020-21 Year of Preparation	Year 2 2021-22 Working with the Framework	Year 3 2022-23 Diversity	Year 4 2023-24 Bias	Year 5 2024-25 Integration into Prac- tices
Teaching with Equity in Mind (Certificated Staff B)	District Level Equity Work and Planning	District Level Equity Work and Planning	-Diversity and Inclusion (F) -Sexual Orientation and Gender (F) -Teaching Culturally Diverse Students (F) -Vector: Allyship Pt 1 and 2 (B) -Vector: Disproportion- ality and Equity (B) -Youth Culture (F)	-Cognitive bias (F) -Gender Inclusion in the Classroom (F) -Microaggressions -Stereotypes(F) -Vector: Influence of Unconscious Bias (B)	-Antiracist Educator/ Antiracist Classroom Training (V) -Environmental Justice (F) -Safe Space Training (F) -Systemic Privilege (F) -The Innocent Class- room (F)
Leadership	District Level Equity Work and Planning	-Framing the Framework -SSD Eq- uity Series for Leaders (Nicole Tucker Smith)	-Cognitive bias (F) -Gender Inclusion in the Classroom (F) -Microaggressions -Stereotypes(F) -Vector: Influence of Unconscious Bias (B)		

Five-Year Professional Learning Plan for Equity

	Foundations of Equity (Operations)	Understanding Cultural Differences (Operations having contact with families or students)	Equity (Schools)
Groups (in General)	<ul style="list-style-type: none"> Maintenance Custodians Food Service CO Personnel 	<ul style="list-style-type: none"> Bus Drivers Business Office CO Personnel such as receptionists Technology Teams 	<ul style="list-style-type: none"> Nurses Students Administrators Schools Schools Partners Theory EPS ABA Inst Rela SSD Cen
Year 1 2020-2021	District Level Equity Work and Planning – No Professional Learning		
Year 2 2021-2022	Framing the Frameworks - 1 session	Framing the Frameworks - 1 session	Framing the Frameworks - 1 session
Year 3 2022-2023	2 sessions	2 sessions (Cultural Communications and Guiding Principles and 1 choice session)	2 sessions
Year 4 2023-2024	1 session	2 sessions	2 sessions
Year 5 2024-2025	1 session	1 session	2 sessions

Equity in Educational Settings (All Staff & Certificated Staff A)	Teaching with Equity in Mind (Certificated Staff B)	Leadership
<p>urses</p> <p>udent Services (Counselors, vocates)</p> <p>ial Workers</p> <p>ool Psychologists</p> <p>aprofessionals</p> <p>erapists</p> <p>S</p> <p>A</p> <p>structional Coaches</p> <p>ated Services</p> <p>D School Support Staff</p> <p>ertified Teachers</p>	<ul style="list-style-type: none"> Certified Teachers 	<ul style="list-style-type: none"> Central Office Instructional Operational
Professional Learning Sessions this Year		Framing the Frameworks (Summer 2021)
Framing the Frameworks - 1 session	Framing the Frameworks - 1 session	Multiple sessions with Nicole Tucker Smith
ons	2 sessions	
ons	2 sessions or long-term project	
ons	2 sessions or long-term project	

Year 2 Professional Learning Plan Session Options

Title:	Framing the Framework
Audience:	Foundation of Equity, Understanding Cultural Differences, Equity in Educational Settings, Teaching with Equity in Mind
Timing:	1.5 hours
Format:	In-person workshop
Outcomes:	<ul style="list-style-type: none">• Learners will develop a deeper understanding of equity at SSD.• Learners will explore equity as it relates to the individual's job position.
Content:	Framing the Frameworks professional learning sessions focus on areas of equity within their job positions. It covers guiding principles and how to use the guiding principles to facilitate discussions on equity within their job positions. The outcome will be an entire community (SSD) united by processes and language as they make equity decisions daily in their job positions.

Title:	SSD Equity Series for Leaders
Audience:	Leadership
Timing:	Designated times beginning in October 2021
Format:	In-person workshop
Outcomes:	<ul style="list-style-type: none">• Learners will develop an understanding of equity and the guiding principles at SSD.• Learners will develop strategies to address equity as part of the planning process.• Learners will acquire strategies for leading discussions related to equity.
Content:	Nicole Tucker Smith will lead a series of sessions specifically designed for SSD leadership. The participants will develop a deep understanding of the equity statement and guiding principles and apply them to their work. Leaders will focus on considering equity in the planning/formative stages of decision-making as a proactive strategy in addressing systemic equity issues.

Title:	Cross-cultural Communication and the Guiding Principles
Audience:	Understanding Cultural Differences, Equity in Educational Settings
Timing:	1.5 hours
Format:	In-person workshop
Outcomes:	<ul style="list-style-type: none">• Learners will recognize diversity within groups and the need for cross-cultural communication.• Learners will identify a strategy to use to improve their cross-cultural communication.
Content:	Participants will discuss item 6 from the principle "Policies, Guidelines, and Operating Practices" and items 1-3 of the Guiding Principle, "Leadership," and identify ways they are connected to cross-cultural communication.

Year 3 Professional Learning Plan Session Options

Title:	Diversity and Inclusion
Audience:	Foundation of Equity, Understanding Cultural Differences, Equity in Educational Settings, Teaching with Equity in Mind
Timing:	1.5 hours (2 sessions)
Format	In-person workshop
Outcomes:	<ul style="list-style-type: none">• Learners will identify differences between diversity and inclusion and how each contributes to a sense of belonging.• Learners will describe what their workplace would look and sound like if it were a workplace For AllTM.
Content:	The participants will explore the nuances between diversity and inclusion and how each contributes to a sense of belonging. They will create a scenario of what an inclusive workplace would look like and sound like for their job position. Participants will have the option of receiving the book “A Great Place to Work For All” by Michael Bush to further their interest in this area.

Title:	Identity Stripping
Audience:	Foundation of Equity, Understanding Cultural Differences
Timing:	1.5 hours
Format	In-person workshop
Outcomes:	<ul style="list-style-type: none">• Learners will understand how their actions and decision reflect their identity.• Learners will consider ways to accomplish tasks without stripping identity.• Learners will explore how responding to non-traditional gender roles can create a stripping of identity.
Content:	The fewer choices we have, and the more uniformity required, removes our individualization and strips us of our identity, making us feel less than human. The prison system is one such organization that depersonalizes the prisoner. As we look at the conformity we require as groups operating together, we need to ask ourselves, “What level of conformity is required?” “Are there alternate ways, compromises that we can make to achieve our purpose and allow for options and choice?” “Finally, traditional gender and non-traditional gender roles will be explored for school and work, looking at identity stripping expectations/behaviors.”

Year 3 Professional Learning Plan Session Options

Title:	Intersectionality
Audience:	Foundation of Equity, Understanding Cultural Differences
Timing:	1.5 hours
Format	In-person workshop
Outcomes:	<ul style="list-style-type: none">• Learners will use multiple categories to discuss an equity issue to discern how different social systems intersect with the issue: class, race, sexuality, globalization, ageism, etc.
Content:	<p>The session will begin with an introduction to intersectionality using a TED Talk (https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?referrer=playlist-talks_to_help_you_understand_r&language=en). The discussion will use an equity issue from current or past educational situations to explore how different social systems would see the problem and compare:</p> <ul style="list-style-type: none">• which systems align with other systems and the nuanced differences in perspectives of these aligned systems, and• which systems conflict with other systems and the nuanced similarities in perspectives of these systems.

Title:	Sexual Orientation and Gender
Audience:	Teaching with Equity in Mind
Timing:	1.5 hours
Format	In-person workshop
Outcomes:	<ul style="list-style-type: none">• Learners will discuss traditional gender roles and how they have changed, i.e., non-traditional roles, especially within the work setting.• Learners will discuss equity concerning sexual orientation and gender.
Content:	<p>The participants will brainstorm non-traditional gender roles and careers (e.g., male nurses, women bricklayers, stay-at-home dads, women astronauts) and discuss the underlying assumptions about gender that these non-traditional roles and jobs are violating. Participants will look at these underlying assumptions of masculinity and femininity and discuss how they translate to assumptions of masculinity and femininity for those with different sexual orientations. They will explore how to respond to sexual orientation or gender bullying.</p>

Title:	Systems in Student Support
Audience:	Equity in Educational Settings
Timing:	1.5 hours
Format	In-person workshop
Outcomes:	<ul style="list-style-type: none"> • Learners will have a greater understanding of all the systems it takes to support our students and the complexity of those systems. • Learners will understand their role in multiple systems.
Content:	Participants will review system roles that may touch the school-related experience of students. Participants will identify how their position fits into this scheme and how those services cluster together, such as services for physical development, academic development, life skills, safe environment, technical skills, etc. Profiles of services provided for anonymous students will be reviewed and discussed to create a picture of a student's week.

This session is highly recommended for all who participate in IEP teams and highly recommended as a team development activity when all members of the team take the session together.

Title:	Teaching Culturally Diverse Students
Audience:	Equity in Educational Settings, Teaching with Equity in Mind
Timing:	1.5 hours
Format	In-person workshop
Outcomes:	<ul style="list-style-type: none"> • Learners will learn strategies for teaching culturally and linguistically diverse students. • Learners will understand culturally responsive teaching and use it in situational case studies.
Content:	Culturally responsive teaching will be compared with two other pedagogies frequently used with diverse students, multicultural education and social justice education. Some basic strategies for teaching culturally and linguistically diverse students will be shared as well as successful strategies from the session participants. Case studies will focus on how teachers could respond in a more culturally responsive way. As they leave, participants will commit to one way that they can be more culturally responsive, whether working with one student or a group.

Year 3 Professional Learning Plan Session Options

Title: Under-resourced Communities

Audience: Foundation of Equity, Understanding Cultural Differences

Timing: 1.5 hrs.

Format: In-person workshop

Outcomes: • Learners will understand the impact of under-resourced communities on our students.

Content: Participants will learn about the characteristics of under-resourced communities. They will discuss how living in a food desert, areas with higher air pollution, increased crime, and lack of health resources impact students. Participants will consider how the school environment can be healthier for those in the SSD setting.

Title: Vector: Allyship, Pt 1 and 2

Audience: Understanding Cultural Differences, Equity in Educational Settings, Equity in Educational Settings, Teaching with Equity in Mind

Timing: 1.5 hours

Format: Blended learning environment

Outcomes: • Learners will understand the purpose of Allyships.

• Learners will be provided with strategies to develop and practice allyships.

Content: As an ally, you can develop new relationships with people who share the values of equity and inclusion. And you can make new personal and professional connections within your community. This course provides course takers with an overview of the tools needed to practice allyship. Topics include defining allyship, how to approach allyship, ways to educate yourself as an ally, ways of learning about inequity and privilege as it relates to allyship.

Acting as an ally helps turn personal goals about diversity and inclusion into everyday choices and actions that support members of marginalized groups and break down institutionalized discrimination. This course provides course takers of all experience levels with the tools needed to practice allyship. Topics include the differences between effective and ineffective allyship; and ways to sustain ongoing allyship work.

Title:	Vector: Classroom Inclusion: Bullying, Trauma, and Cultural Humility
Audience:	Understanding Cultural Differences, Equity in Educational Settings
Timing:	1.5 hours
Format	Blended learning environment
Outcomes:	<ul style="list-style-type: none"> • Learners will gain skills for building inclusion in the classroom.
Content:	This course guides teachers in understanding the dynamics of bullying, teaching with a trauma-informed approach, and practicing cultural humility. Teacher commitment to and modeling of inclusive practices can greatly reduce the incidence of bullying in the classroom. Teachers will gain skills for building inclusion in the classroom and avoiding deficit thinking, an understanding of their unique role as bystanders, and tools for using healing-centered engagement to embolden students' sense of control.

Title:	Vector: Cultural Appropriation Versus Appreciation
Audience:	Understanding Cultural Differences
Timing:	1.5 hours
Format	Blended learning environment
Outcomes:	<ul style="list-style-type: none"> • Learners will understand the difference between Cultural Appropriation and Appreciation and how each relates to power. • Learners will practice listening for appreciation.
Content:	This course defines cultural appropriation and explains how it relates to an imbalance of power dynamics and a history of oppression in the culture being appropriated.

Participants will examine cultural appreciation and learn how to engage with diverse cultures by taking the time to listen and seek information. Participants will also learn how cultural appropriation can cause lasting financial, social, and emotional harm for members of marginalized cultures.

Year 3 Professional Learning Plan Session Options

Title:	Vector: Disproportionality and Equity Course
Audience:	Equity in Educational Settings, Teaching with Equity in Mind
Timing:	1.5 hours (Online learning module 43 min. and 45 min. in-person learning)
Format	Blended learning environment
Outcomes:	<ul style="list-style-type: none">• Learners will explore historical causes of disproportionality in special education.• Learners will learn strategies for equity.• Learners will become aware of the seven principles for successful family practitioner partnerships.
Content:	For many years, U.S. public schools have reported a disproportionately high rate of students from racial or ethnic minority groups who've been placed in special education programs, despite not having a disability. Even those with identified disabilities may be placed in overly restrictive environments because educators have attributed behaviors related to family conditions and socioeconomic status to the disability. This course explores disproportionality and equity in special education and what educators can do to change the system. Topics covered include the history and implications of disproportionality in the U.S. public school system; strategies that educators can and should implement to promote equity; and the seven principles for successful family-practitioner partnerships.

Title:	Vector: Diversity and Awareness – Staff to Staff; Cultural Competence and Racial Bias
Audience:	Foundation of Equity, Understanding Cultural Differences
Timing:	1.5 hours (online learning module 43 min. and 45 min. in-person learning)
Format	Blended learning environment
Outcomes:	<ul style="list-style-type: none">• Learners will differentiate between issues of diversity and issues of inclusion.• Learners will understand strategies to help maintain a discrimination-free environment and encourage inclusion.
Content:	This session provides faculty and staff members with a basic understanding of diversity and inclusion and strategies to help maintain a discrimination-free environment. These strategies will include a.) knowing how to respond when DEI values are undermined; b.) knowing how to elevate unheard perspectives; c.) having curricula that incorporate cultures beyond the majority group; d.) having communications that account for different languages, financial situations, and accessibility needs; e.) reviewing and editing the physical environment to reflect DEI values; f.) and having more opportunities for engagement with their community. Topics include terminology and regulations, identifying problematic behaviors, and proactive strategies to increase diversity awareness. [Actual Vector Modules included would be (1.) Diversity Awareness: Staff to Staff and (2.) Cultural Competence and Racial

Title:	Vector: Engagement With Diversity
Audience:	Foundation of Equity, Understanding Cultural Differences
Timing:	1.5 hours (Online learning module 43 min. and 45 min. in-person learning)
Format	Blended learning environment
Outcomes:	<ul style="list-style-type: none"> • Learners will define diversity and use the iceberg model of diversity to explain how some aspects of diversity might not be readily observable. • Learners will identify overt and passive diversity resistance and use strategies to address that resistance. • Learners will explain how intentional exposure to difference can help individuals manage reactions to difference. • Learners will learn how to recognize, examine, and manage assumptions to avoid climbing the ladder of inference. • Learners will identify the personal and community benefits of engaging comfortably with differences.
Content:	This course focuses on how teachers and staff define and engage with diversity, using the iceberg model to illustrate how some aspects of diversity are not readily observable. This course examines how diversity resistance, reactions to difference, assumptions, and the ladder of inference can interfere with student engagement while providing practical strategies, such as intentional exposure to differences, for course takers to implement in their lives and classrooms.

Title:	What is Culture?
Audience:	Foundation of Equity, Understanding Cultural Differences, Equity in Educational Settings
Timing:	1.5 hrs.
Format	In-person workshop
Outcomes:	<ul style="list-style-type: none"> • Learners will define the term culture. • Learners will explore the impact of student culture on learning and teacher culture on teaching.
Content:	Participants will learn an extended definition of culture. They will discuss three theories of how student culture impacts school performance. The participants will look at how their culture affects their teaching. Finally, participants will consider the implications of mismatches among the school, the teacher, and the students.

Year 3 Professional Learning Session Options

Title: Youth Culture

Audience: Foundation of Equity, Understanding Cultural Differences, Equity in Educational Settings, Teaching with Equity in Mind

Timing: 1.5 hrs.

Format In-person workshop

Outcomes:

- Learners will define the term youth culture.
- Learners will know what characteristics to observe when trying to define the youth culture(s) of students with whom they are working.

Content: Do you listen to hip hop, spend all your time in Second Life, dress up like a cartoon character, go to anime fairs, or skateboard with your friends every day? Then you're part of the phenomenon called youth culture. Often related to gender, race, class, and socioeconomic circumstances, youth cultures enable young people to try on identities as they work their way to a clearer sense of self. Participants will learn what characteristics to observe when trying to define the youth culture(s) of students with whom they are working.



Year 4 Professional Learning Plan Session Options

Title:	Cognitive Bias
Audience:	Foundation of Equity, Understanding Cultural Differences, Equity in Educational Settings, Teaching with Equity in Mind
Timing:	1.5 hours
Format	In-person workshop
Outcomes:	<ul style="list-style-type: none">• Learners will know why cognitive bias occurs and some types of cognitive bias.• Learners will become aware of how distinct types of cognitive bias impact their thinking, decision-making, and problem-solving skills.• Learners will learn some strategies for mitigating cognitive bias.
Content:	Participants will understand how cognitive bias, or unconscious bias, is unintentional. They will explore how cognitive bias occurs and some of the most common types of cognitive bias in educational settings.

Title:	Confronting Bias
Audience:	Foundation of Equity
Timing:	1.5 hours
Format	In-person workshop
Outcomes:	<ul style="list-style-type: none">• Learners will explore unconscious and conscious bias and how unconscious bias impacts one's decision-making.• Learners will know strategies for confronting their own biases and bias of others.
Content:	Participants will explore how bias impacts one's decision-making. They will learn more productive ways of confronting bias because naming, blaming, and shaming automatically put people on the defense. They will discuss how to confront bias constructively in various social settings/situations.

Year 4 Professional Learning Plan Session Options

Title: Gender Inclusion in the Classroom

Audience: Teaching with Equity in Mind

Timing: 1.5 hours

Format: In-person workshop

Outcomes:

- Learners will understand how gender bias impacts educational outcomes.
- Learners will choose a strategy to use to make their own classroom more gender equitable.

Content: Participants will learn how gender stereotypes and bias harm male and female educational outcomes. Teachers will examine how gender bias is developed and identify possible biases they may have. They will discuss strategies to improve gender equity in their classroom and choose one strategy to try.

Title: Microaggressions

Audience: Foundation of Equity, Understanding Cultural Differences, Equity in Educational Settings, Teaching with Equity in Mind

Timing: 1.5 hours

Format: In-person workshop

Outcomes:

- Learners will develop an awareness of microaggressions and learn strategies for decreasing their occurrence in the classroom.

Content: Participants will learn to identify microaggression in the classroom and how they are hurtful. Participants will explore common ways teachers may unintentionally exhibit microaggressions. Strategies for handling peer-to-peer microaggressions will also be discussed.

Title: Naming and Interrupting Bias in Educational Contexts

Audience: Equity in Educational Settings

Timing: 1.5 hours

Format: In-person workshop

Outcomes:

- Learners will explore basic strategies to interrupt and reduce bias in the classroom.

Content: Participants will learn to use a four-step process to interrupt and address bias: interrupt, question, educate, and echo. Participants will have opportunities to explore this issue from multiple perspectives using role play.

Title:	Stereotypes
Audience:	Foundation of Equity, Understanding Cultural Differences, Equity in Educational Settings, Teaching with Equity in Mind
Timing:	1.5 hours
Format	In-person workshop
Outcomes:	<ul style="list-style-type: none"> • Learners will develop an understanding of stereotypes and how they influence classroom success.
Content:	Participants will learn how stereotypes can create a threat in the classroom when an individual's race, ethnicity, gender, or cultural group confirms negative stereotypes. Participants will learn how the negative stereotypes and stereotype threats interact with cognitive load, academic focus, and performance.

Title:	Vector: Communication for Inclusion
Audience:	Understanding Cultural Differences, Equity in Educational Settings
Timing:	1.5 hours each
Format	Blended learning environment
Outcomes:	<ul style="list-style-type: none"> • Understand the impact of identity terms, recognize the difference between impact and intent, and identify the importance of ongoing personal education about identity terms. • Define microaggression, explore the negative impacts of unchecked microaggressions, and identify vital skills for senders, recipients, and bystanders. • Explain the relationship between the power dynamic and microaggressions. • Define microaffirmations and identify their role in mitigating the impact of microaggressions.
Content:	This course focuses on the importance of considering impact, not intent, when engaging with identity terminology and self-identification. Microaggressions are defined and explored, with an emphasis on the impact of unchecked microaggressions as well as on strategies for recipients, senders, and bystanders who want to mitigate the harm that microaggressions cause. The course ends by discussing microaffirmations and the way they can be used to counteract the negative impact of microaggressions.

Year 4 Professional Learning Plan Session Options

Title:	Vector: Cultural Appropriation Versus Appreciation
Audience:	Understanding Cultural Differences
Timing:	1.5 hours
Format	Blended learning environment
Outcomes:	<ul style="list-style-type: none"> • Learners will understand the difference between Cultural Appropriation and Appreciation and how each relates to power. • Learners will practice listening for appreciation.
Content:	This course defines cultural appropriation and explains how it relates to an imbalance of power dynamics and a history of oppression in the culture being appropriated. Participants will examine cultural appreciation and learn how to engage with diverse cultures by taking the time to listen and seek information. Participants will also learn how cultural appropriation can cause lasting financial, social, and emotional harm for members of marginalized cultures.

Title:	Vector: Diversity Competent Mentoring, Pt. 3, Combating Bias as a Mentor
Audience:	Foundation of Equity, Equity in Educational Settings
Timing:	1.5 hours
Format	Blended learning environment
Outcomes:	<ul style="list-style-type: none"> • Learners will enhance their abilities in working with bias.
Content:	This course extends the learning of participants in becoming competent mentors.

Title:	Vector: Influence of Unconscious Bias
Audience:	Equity in the Classroom, Teaching with Equity in Mind
Timing:	1.5 hours
Format	Blended learning environment
Outcomes:	<ul style="list-style-type: none"> • Learners will define unconscious bias and explain how it is rooted in myths and stereotypes. • Learners will identify the harm that unconscious bias can cause in the classroom and list strategies that can be effective in reducing that impact. • Learners will explore the impact of the myths of proportionate discipline, inferior ability, the disengaged student, abnormality, generalized disability, and lifestyle. • Learners will develop strategies for preventing the harm caused by myths and stereotypes in academic settings. • Learners will identify the unique challenges facing LGBTQ students in school settings, articulate strategies for supporting them and explore evolving LGBTQ terminology.
Content:	Participants in this course explore unconscious bias, the impact of myths and stereotypes in the school setting, and strategies educators can use to uncover and combat unconscious bias. Course takers will unpack myths surrounding ability, lifestyle, experience, and classroom behavior with the purpose of mitigating the impact of those myths in the classroom. The unique challenges facing LGBTQ students will be explored, along with what research says about providing support that fosters academic success and good mental health.

Year 5 Professional Learning Plan Session Options

Title:	Antiracist Educator/ Antiracist Classroom Training
Audience:	Teaching with Equity in Mind
Timing:	Independent study plus 2 one-hour sessions
Format	Online study for creating an antiracist classroom with two abbreviated in-person sessions
Outcomes:	<ul style="list-style-type: none">• Learners will explain ways to make classrooms more antiracist and will implement some of the antiracist strategies in their classrooms.
Content:	Participants will independently explore developing an Antiracist Classroom using Stanford's online "RaceWorks Toolkit." This toolkit consists of a six-module process for becoming a more antiracist educator and creating a more antiracist classroom. An in-person introductory meeting of less than one hour will get participants started. Participants will use a discussion board to discuss their learnings and/or share with each other as they experience and use "RaceWorks." The study will conclude with an end-of-the-year gathering to celebrate their successes and discuss the study's impact on their classroom. The URL for the toolkit is http://sparqtools.org/raceworks/ .

Title:	Environmental Justice
Audience:	Foundation of Equity, Understanding Cultural Differences, Equity in Educational Settings, Teaching with Equity in Mind
Timing:	1.5 hours x 2 sessions
Format	In-person workshop
Outcomes:	<ul style="list-style-type: none">• Learners will understand that environmental equity is a social justice issue.• Learners will recognize the interdependence between the environment and health.• Learners will perceive schools as an environmental setting in which they can have an impact.
Content:	Participants will overview the history of environmental justice and environmental health issues. They will construct standards for schools and use them to evaluate and improve the school environment and/or school health situations. During the second session, participants will report on their efforts and changes to their environmental standards list/checklist.

Year 5 Professional Learning Plan Session Options

Title:	Equity in Special Education
Audience:	Equity in Educational Settings
Timing:	1.5 hours
Format	In-person workshop
Outcomes:	<ul style="list-style-type: none">• Learners will review the history of disproportionality in special education.
Content:	Participants will review services for special education through a historical lens, including IDEA. They will discuss the pros and cons of using proportionality as a criterion for identification and how that plays out in individual settings. Participants will reflect upon how their processes, under-identify, over-identify, and whether these situations provide equitable learning environments.

Title:	Systemic Privilege
Audience:	Foundation of Equity, Understanding Cultural Differences, Equity in Educational Settings, Teaching with Equity in Mind
Timing:	1.5 hours x 2 sessions
Format	In-person workshop
Outcomes:	<ul style="list-style-type: none">• Learners will be able to distinguish individual privilege from systemic privilege.• Learners develop a deeper understanding of privilege and systemic privilege.
Content:	In the first session, participants will view TEDx Talks by Peggy McIntosh (https://www.youtube.com/watch?v=e-BY9UEewHw) and discuss the nature of systemic privilege. This activity will be followed by viewing an excerpt from “Advancing Racial Equity with your Privilege” (http://www.fearsadvantage.com/training-room-advancing-racial-equity-with-your-privilege?submissionGuid=bc5ba8f7-aa1b-4cf4-a101-96421e05724d 34:09 to 42:53). Participants will discuss how privilege overlaps different social systems and identify where they fit in these systems. Participants will be able to distinguish the privilege of an individual from systemic privilege.

In the second session, participants will look at privilege as a social system, each on a continuum. They will identify the endpoints of the social system and where they fall along each continuum. Participants will take the endpoints of the continuum and identify the context in which it would be advantageous (a privilege). The discussion will conclude with possible ways that each participant could use their privilege to advance equity.

Title:	The Innocent Classroom
Audience:	Equity in Educational Settings, Teaching with Equity in Mind
Timing:	1.5 hours
Format	In-person workshop
Outcomes:	<ul style="list-style-type: none"> • Learners will be aware of the impact of a child's self-perception and how the culture contributes to that self-perception.
Content:	This session will provide an overview of the Innocent Classroom as described in Alexs Pate's "The Innocent Classroom: Dismantling Racial Bias to Support Students of Color." Participants will focus on how they experience things that happen to them throughout the day and the relationship between the child's viewpoint and the teacher's beliefs and viewpoints.

Title:	Safe Space Training
Audience:	Foundation of Equity, Understanding Cultural Differences, Equity in Educational Settings, Teaching with Equity in Mind
Timing:	1.5 hours x 2 sessions
Format	In-person workshop
Outcomes:	<ul style="list-style-type: none"> • Learners will develop the knowledge and understanding needed to become effective allies. • Learners will become aware of resources for becoming an effective ally.
Content:	Participants will learn to be a resource for LGBTQ and ally students, staff, and faculty. Safe Space training provides the tools and knowledge needed to be an effective ally. The training teaches the basics of LGBTQ identities and culture through definitions, terminology, and an overview of current, social, and political issues, activities, and plenty of time for question and answer. To request training, email lgbtq@missouri.edu .

Title:	Sexual Orientation and Gender Identity
Audience:	Foundation of Equity, Understanding Cultural Differences
Timing:	1.5 hours x 2 sessions
Format	In-person workshop
Outcomes:	<ul style="list-style-type: none"> • Learners will discuss traditional gender roles and how they have changed, i.e., non-traditional roles, especially within the work setting. • Learners will discuss equity concerning sexual orientation and gender. • Learners will be able to identify behaviors that show a negative attitude toward individuals with different sexual orientations or non-traditional gender roles – even when that was not the message the learner wished to convey.
Content:	The participants will brainstorm non-traditional gender roles and careers (e.g., male nurses, women bricklayers, stay-at-home dads, women astronauts) and discuss the underlying assumptions about gender that these non-traditional roles and jobs are violating. Participants will look at these underlying assumptions of masculinity and femininity and discuss how they translate to assumptions of masculinity and femininity for those with different sexual orientations. Participants will discuss how behaviors or cultures reflect negative attitudes toward non-traditional gender roles or different sexual orientations.

Year 5 Professional Learning Plan Session Options

Title:	Vector: Diversity Competent Mentoring, Pt. 1
Audience:	Foundation of Equity, Understanding Cultural Differences
Timing:	1.5 hours
Format	Blended learning environment
Outcomes:	<ul style="list-style-type: none">• Learners will know the characteristics of mentoring methods and know which models work best in various situations.
Content:	This course describes the value of developmental networks to a diversity-competent mentor. Course takers will examine sponsorship, employee resource groups - or ERGS, and group mentoring models, while determining the potential benefits for people in marginalized groups. Mentors will consider the benefits and pitfalls of each type of mentoring relationship and learn which models work best in a variety of situations.

Title:	Vector: Diversity Competent Mentoring, Pt. 2, Relational Mentoring
Audience:	Equity in Educational Settings
Timing:	1.5 hours
Format	Blended learning environment
Outcomes:	<ul style="list-style-type: none">• Learners will understand how to use mentoring to integrate into the workplace successfully.
Content:	This course helps mentors understand how relational mentoring can help diverse candidates uncover hidden rules, integrate into the workplace without sacrificing their identity, and ultimately find success. Course takers will explore the importance of setting boundaries and goals, how to avoid mentee symbolism and deindividuation, the benefits of unheard perspectives and distinctive skills, and how to integrate and include those perspectives and skills in the workplace.



APPENDIX: GLOSSARY OF EQUITY TERMS

Appendix: Glossary of Equity Terms

In everyday conversation, several words may be used interchangeably that actually have distinct meanings. Along with word definitions, this glossary contains some of these frequently confused words and their distinctions.

Accomplice

Accomplice encompasses allyship, but goes beyond to advocacy. An accomplice uses their privilege to challenge existing conditions at the risk of their own comfort and well-being in order to tackle change at the system and institutional level.

Allyship

Allyship is the role of a person who advocates and actively works for the inclusion of a marginalized or politicized group in all areas of society, not as a member of that group but in solidarity with its struggle and point of view and under its leadership. It is a lifelong process of building relationships based on trust, consistency, and accountability with marginalized individuals and/or groups of people. Allies work to make changes at the individual level and it is the first step in social justice and equity work.

Antiracist

Antiracism means fighting or working against racism. It requires one to commit to making unbiased choices in all aspects of one's life. Being antiracist results from a conscious decision to make frequent, consistent, equitable choices daily.

Appropriation versus Appreciation

Cultural appreciation is when you earnestly seek to learn about or explore a different culture. You learn. You listen. You strive to understand. You seek to honor its beliefs and traditions. Appropriation is where you take from others and/or put yourself in a position of authority. Cultural appropriation happens when members of one culture adopt specific aspects of a different culture without consent or understanding.

Bias

Bias occurs when a person believes that some people, ideas, etc., are better than others, especially when this belief is preconceived or unreasoned. Frequently, this biased thinking results in some people being treated unfairly.

Culture versus Heritage

Culture refers to the ideas, customs, and social behavior of a particular people or society. Heritage refers to the aspects of culture which are inherited to the present and which will be preserved for the future. Culture is prone to change, while heritage is not subject to as much change. Culture is what people create, and heritage is the inheritance of the past to the present and future generations.

Appendix: Glossary of Equity Terms Continued

Discrimination

Discrimination is unfavorable or unfair treatment towards an individual or group based on their race, ethnicity, color, national origin or ancestry, religion, socioeconomic status, education, sex, marital status, parental status, veteran's status, political affiliation, language, age, gender, physical or mental abilities, sexual orientation, or gender identity.

Diversity

Diversity is psychological, physical, and social differences that occur among any and all individuals; including but not limited to race, ethnicity, nationality, religion, socioeconomic status, education, marital status, language, age, gender, sexual orientation, mental or physical ability, and learning styles. A diverse group, community, or organization is one in which a variety of social and cultural characteristics exist.

Equity

Equity is the guarantee of fair treatment, access, opportunity, and advancement while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. The principle of equity acknowledges that there are historically underserved and underrepresented populations and that fairness regarding these unbalanced conditions is needed to assist equality in the provision of effective opportunities to all groups.

Equity versus Equality

Equity recognizes that each person has different circumstances and allocates the exact resources and opportunities needed to reach an equal outcome. Equality means each individual or group of people is given the same resources or opportunities.

Ethnicity versus Race

Race describes physical traits, while ethnicity refers to cultural identification. Race may also be identified as something you inherit, while ethnicity is something you learn. Commonalities, such as racial, national, tribal, religious, linguistic, or cultural origin, may be used to describe someone's ethnicity. For example, While someone may say their race is "Black," their ethnicity might be Italian, or someone may say their race is "White," and their ethnicity is Iranian.

Intersectionality

Intersectionality provides a way to explain how oppression is unique to individuals. It acknowledges that people can not only experience discrimination based on one characteristic (racism, sexism, classism, ageism, etc.) but multiple characteristics that occur simultaneously.

Marginalized Groups

The social revolution of the 1970s coined the word “marginalized” to describe the experiences of those who live on the fringe of mainstream America. Such persons are systemically excluded from full participation in the American dream and consequently lack the self-efficacy to improve their life situation. In the end, society pays the costs when people encounter barriers to achieving their potential. The term marginalized has expanded from originally referring to minorities and persons from poverty, to include a long list of cultures and populations (e.g., LGBTQIA+, felons, military veterans, senior citizens, people with mental illness, people with disabilities, religious affiliations, racial minorities, females, people who are homeless, and cultural minorities).

Under-Resourced Communities

Under-resourced communities are large, heavily populated urban or suburban areas with high poverty rates and low incomes that do not receive the same amount of resources as middle-class or advantaged neighborhoods. Generally, this means that they have fewer stores, stores that lack fresh foods, fewer health care facilities, less health care access, schools that are less well funded, less access to jobs, etc.

Underrepresented

An underrepresented group refers to a subset of a population with a smaller percentage than the general population, e.g., women, people of color, or indigenous people.

Underserved

Underserved refers to students who have not been afforded the same educational opportunities and equitable resources as some of their peers or as other students in the academic pipeline. This group of students includes low-income, minoritized, disabled, and first-generation students.

12110 Clayton Road
Town & Country, MO 63131



314.989.8100



www.ssdmo.org



@SSDStLCO



@SSDStLCO



@SSDStLCO

