Educational Equity

April 25, 2023
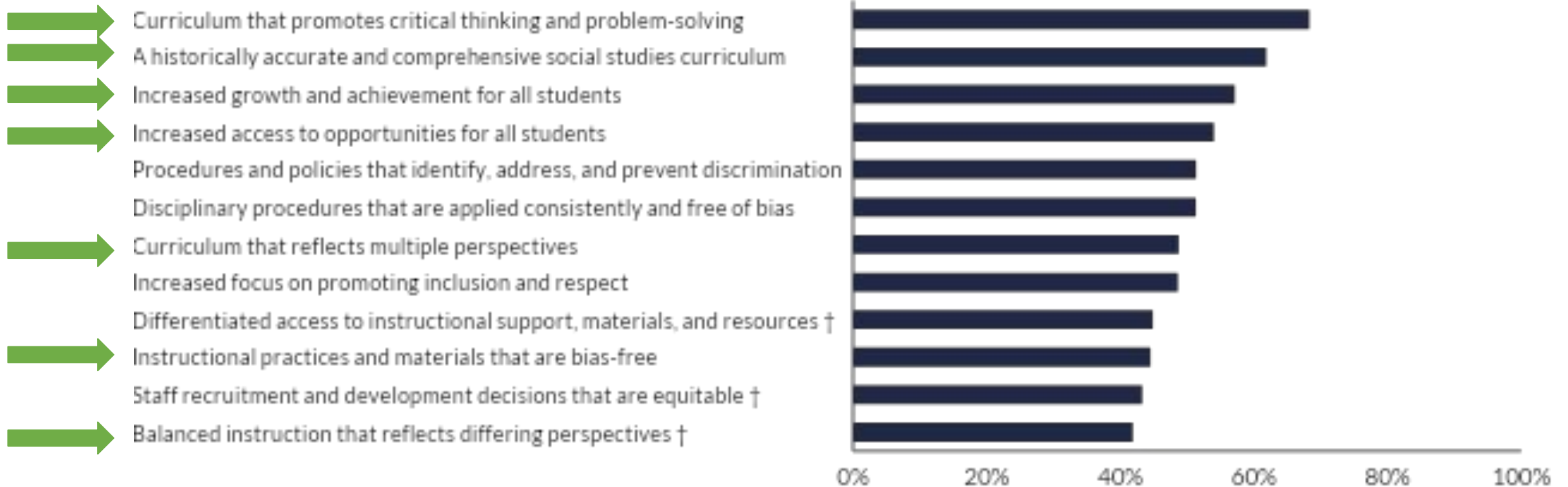
Educational Equity Background

- March 23, 2021 - DCSD Board of Education adopted [ADB Educational Equity](#) policy.

- January 25, 2022 - DCSD Board of Education passed resolution ([Culture of Individual Excellence and Inclusion](#)) that directed the Superintendent to recommend
  - Potential changes to Board Policy ADB and
  - Related Implementation

- January 2023 - DCSD utilized the services of Hanover Research to administer a survey and conduct Focus Groups to gather perceptions of educational equity in DCSD.

- March 28, 2023 - Hanover Research presented their findings to the Board of Education

Educational Equity Introduction

- Staff is not recommending any specific changes to Board Policy ADB Educational Equity
  - *Staff does recommend that the BOE consider community feedback when considering board additions or revisions to ADB.*
- Staff created ADB-R as the Superintendent Regulation to specify staff's interpretation and implementation of Board Policy ADB.
- Superintendent Regulation ADB-R interprets Policy ADB through multiple lenses:
  - *Academics*
  - *Student Wellness*
  - *Human Resources*
  - *Resource Allocation*
  - *Parent Engagement*
- ADB-R includes an interpretation of the role of the Equity Advisory Council.
- This slide deck goes through the findings, interpretation, implementation plan, and professional development needed for each area.
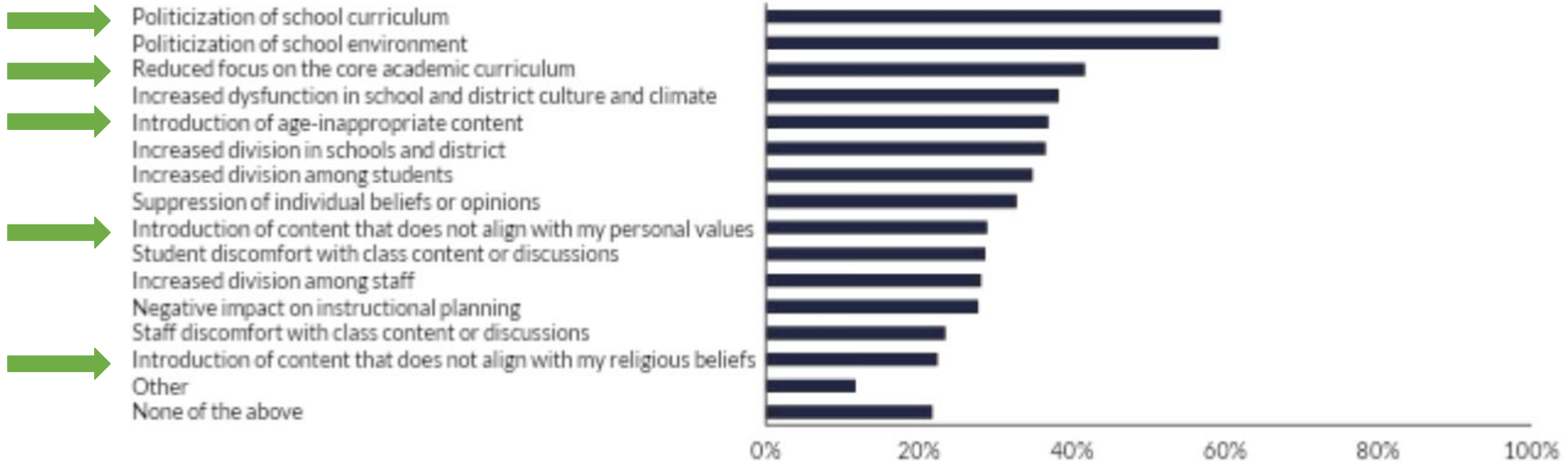
Academics: Hanover Key Findings

What do you hope will result from the implementation of Board Policy ADB? Please select all that apply. (n=3970)

- Curriculum that promotes critical thinking and problem-solving
- A historically accurate and comprehensive social studies curriculum
- Increased growth and achievement for all students
- Increased access to opportunities for all students
- Procedures and policies that identify, address, and prevent discrimination
- Disciplinary procedures that are applied consistently and free of bias
- Curriculum that reflects multiple perspectives
- Increased focus on promoting inclusion and respect
- Differentiated access to instructional support, materials, and resources †
- Instructional practices and materials that are bias-free
- Staff recruitment and development decisions that are equitable †
- Balanced instruction that reflects differing perspectives †

0% 20% 40% 60% 80% 100%

March 28, 2023 Board of Education Presentation

Academics: Hanover Key Findings

What, if any, concerns do you have regarding the implementation of Board Policy ADB? Please select all that apply. (n=3970)

- Politicization of school curriculum
- Politicization of school environment
- Reduced focus on the core academic curriculum
- Increased dysfunction in school and district culture and climate
- Introduction of age-inappropriate content
- Increased division in schools and district
- Increased division among students
- Suppression of individual beliefs or opinions
- Introduction of content that does not align with my personal values
- Student discomfort with class content or discussions
- Increased division among staff
- Negative impact on instructional planning
- Staff discomfort with class content or discussions
- Introduction of content that does not align with my religious beliefs
- Other
- None of the above

March 28, 2023 Board of Education Presentation

5

Academics: Hanover Focus Group Key Findings

- Students desire curricula that is culturally diverse.
- Students feel that teaching cultural differences will increase overall awareness and appreciation which will, in turn, improve learning environments.
- Many participants have concerns that national narratives, politics, misinformation, and misunderstands might influence the school district's decisions around implementation.

Academics: Interpretation (ADB-R)

- DCSD is committed to increasing the growth and achievement of all students, including those in state and federal identified subgroups.
- DCSD is committed to increasing student access to DCSD pathways.
- DCSD will not lower standards and expectations for any students, including those in state and federal identified subgroups.
- DCSD is committed to teaching the Colorado Academic Standards.

Academics: ADB-R Summary

- Academic Needs
  - *Integrated Multi-Tiered System of Supports (IMTSS) for <u>all</u> students*
- Access to Opportunities for All Student
  - *Addresses pathways and programming*
- Curriculum Resources
  - *References Curriculum Advisory Council (IJ-R)*
- Balanced Perspectives
  - *Promoting critical thinking*
- Social Studies
- Health Education
  - *Parent notification and opt out opportunities*

Academics: Connections to Relevant Policies

- IMBB and IMBB-R Exemptions from Required Instruction
  - *IMBB-R (Superintendent File) covers Human Sexuality parent notification and opt outs; it is being updated for Concurrent Enrollment courses*
- IJ and IJ-R Textbook and Instructional Materials Selection and Adoption
  - *IJ (Board File) updated to reference Colorado Academic Standards*
  - *IJ-R (Superintendent File) updated to introduce the Curriculum Advisory Council*
- IJA and IJA-R Selection of Controversial Learning Resources
  - *IJA (Board File) updated to reference Colorado Essential Skills*
- IJC Instructional Resources
  - *IJC (Board File) updated with a minor change to IJC to reference concerns*
- KEC and KEC-R Public Complaints About Learning Resources
  - *KEC-R (Superintendent File) is being updated to reflect current process and procedures*

Academics: Metrics

- Growth results including disaggregated by state and federal identified subgroup
- Achievement results including disaggregated by state and federal identified subgroup
  - State testing and local assessments
- Student participation and access to opportunities
  - DCSD Pathways (CTE, CE, AP and IB)
- Graduation statistics including disaggregated by state and federal identified subgroup

Academics: Monitoring

BOE Policy End - Academic Excellence (Monitoring Report)

- We have interpreted "Every student has an equitable opportunity to acquire the knowledge and skills that will ensure performance at his/her highest individual potential." to mean that every student has access to what they need, through the use of data-driven practices, to perform at their highest level in alignment with the Colorado Academic Standards.

- We have interpreted "A diverse set of educational options are provided which enables students to pursue different post secondary options (e.g. college, career and technical education, independent living, military, or direct entrance into the workforce)." to mean that all students have equitable access to a variety of post-secondary pathways and programs

Academics: Professional Development

- Instructional routines
- Data analysis, including achievement and growth gaps
- Intervention aligned to programs
- Cultural responsiveness
- Updated Colorado Academic Standards for Social Studies
- Teaching polarized topics from multiple viewpoints
- Evaluating information about public issues from multiple sources and viewpoints and develop reasoned judgments
- Integrated Multi-Tiered System of Supports

Academics: Implementation Plan (Multi-Year)

- Implement Core Reading programs in all elementary schools (year 2)
  - Identify model classrooms and conduct site visits
- Explore piloting a Core Reading program at select middle schools.
- Provide supports for schools implementing data-driven Professional Learning Communities including professional development
  - Analyze data to identify gaps in performance and access
  - Implement strategies to address gaps
- Create Curriculum Advisory Council (monthly during the school year)
  - Review resource approval criteria
  - New resources
  - Review standards
  - Review existing resources

Student Wellness: Hanover Key Findings

What positive effects might the implementation of Board Policy ADB have on students and staff? Please select all that apply. (n=3970)

March 28, 2023 Board of Education Presentation

14
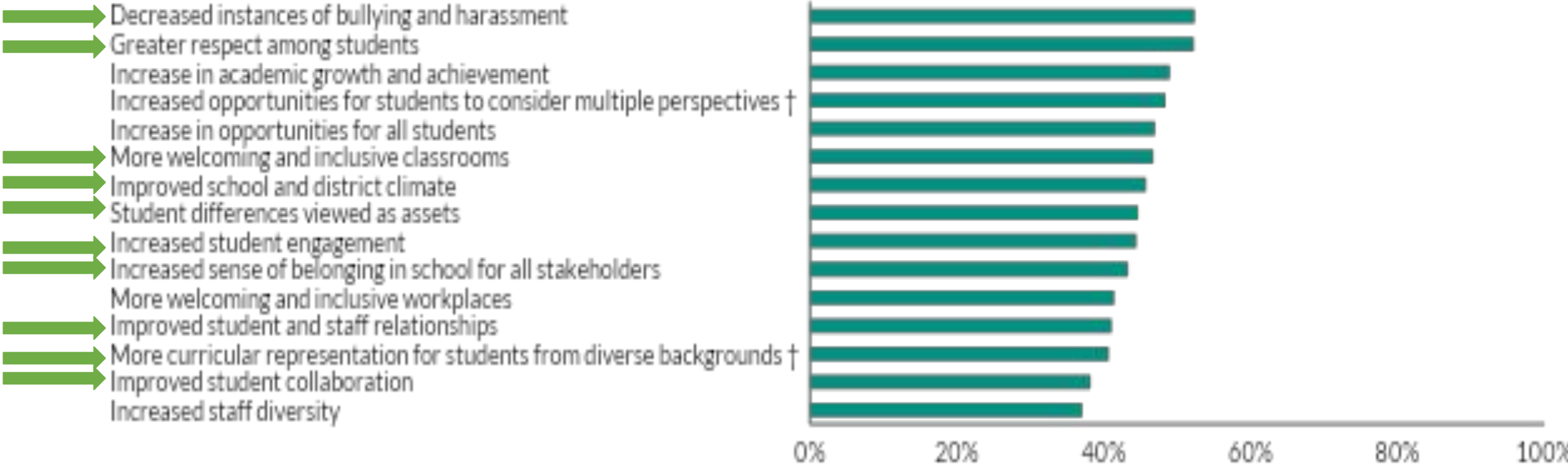
Student Wellness: Hanover Key Findings

- Many Douglas County students have experience with inequities in school. Some are faced with more direct forms of discrimination while others experience more subtle microaggressions.
- Several DCSD students shared their experiences with inequities and discrimination. Some experience more direct encounters with racism at school, such as racial slurs.
- Additionally, some students experience more subtle inequities, such as being made to feel as if their culture is an inconvenience to their educators.
- Participants, especially students, acknowledge the importance of reporting structures within the district's implementation plan. Currently, many do not trust existing reporting structures because they have not felt supported in the past. A few participants even spoke to situations in which they, as the reporters, were even targeted by others for "snitching."

March 28, 2023 Board of Education Presentation

Student Wellness: Interpretation (ADB-R)

- DCSD is committed to providing an environment that promotes belonging, connectedness and empowerment of students as a foundation for their academic success.
- DCSD is committed to providing an Integrated Multi-Tiered System of Supports to ensure all students are able to access and excel in academics.
- DCSD is committed to implementing the Colorado Essential Skills.
- DCSD is committed to continuing our community partnerships to foster social, emotional and behavioral wellness for our students and staff.

Student Wellness: ADB-R Summary

- Welcoming Environment
  - *Belonging and relationships*
- Student Wellness Needs
  - *Integrated Multi-Tiered System of Supports (IMTSS) for <u>all</u> students*
  - *Educational counseling in partnership with parents (JLDA)*
- Prevention of Bullying
  - *Includes prevention of discrimination and harassment and consistent reporting structures (JICB)*
- Essential Skills
- Partnerships

Student Wellness: Connections to Relevant Policies

- ADF and ADF-R Student Wellness
  - *ADF (Board File) updated to refer to physical, social, emotional, and behavioral wellness and reference to Integrated Multi Tiered System of Support*
- JICB and JICB-R Prevention of Bullying
  - *JICB (Board File) updated definition of bullying, defined goals, and addresses reporting, investigation, and response in light of CDE's policy recommendations*
  - *JICB-R (Superintendent File) being created to provide clarity around reporting structures, prevention and intervention supports*
- JK Student Discipline
  - *No changes*
- JLDA and JLDA-R Student Mental Health Wellness Services in the School Setting
  - *JLDA (Board File) updated to change the name from "Student Psychological Services" to "Student Mental Health Wellness Services in the School Setting"; added clarity regarding parental consent and role of school mental health providers (educational counseling not therapeutic)*
  - *JLDA-R (Board File) updated procedures regarding parental notification*

Student Wellness: Metrics

- Protective Factors (positive feedback, belonging, feeling safe, having a trusted adult, involvement)
  - Positive Feedback to Students and Families (HKCS)
  - Belonging (HKCS)
  - Feels Safe (HKCS)
  - Trusted Adult (TLCC)
- Involvement in extracurricular activities (HKCS and participation data)
- Bullying (self-reported incidents, discipline, Safe2Tell dispositions)
- Discipline Data

Student Wellness: Monitoring

BOE Policy End - Safe, Positive Climate and Culture (Monitoring Report)

- We have interpreted "A purposeful focus on creating a caring, safe, fun, supportive, and positive learning and working environment for all students, district employees, parents, and community is manifest throughout the district." to mean that the district focuses on climate and culture through establishing, reinforcing, and supporting positive culture norms throughout the system.

- We have interpreted "There is clear evidence and a common understanding of the shared belief that all students can succeed when given a safe and caring learning environment." to mean that District employees, parents, and community work collaboratively, proactively and responsibly to ensure the psychological wellbeing of all students. In addition, a focused level of teamwork and professional development is ongoing among district employees, community, and law enforcement agencies to ensure the physical safety of students, district employees and visitors.

Student Wellness: Implementation Plan (Multi-Year)

- Development of an Integrated MTSS framework in all schools
- Framework for meeting student wellness standards
- Nurses participating in teaching wellness standards
- Counseling Handbook - define and publish what students will learn by grade
- Schoolwide structures and systems to support Restorative Practices
- Prevention of bullying procedures and training
- Ensuring there is a consistent anonymous bullying reporting system
- Consistent, district-wide bullying definition, resources and reporting procedures
- Provision of Mental Wellness Services
- Training and education about Safe2Tell

Integrated Multi-Tiered System of Supports

Defined: (*Integrated*) Multi-Tiered System of Supports (I-MTSS): a comprehensive and equitable *prevention based* framework that improves outcomes of all students, including students with or at-risk for disabilities through an *integrated* academic, social, emotional and behavioral support system.

Language Alignment

- RTI:
  - Response To Intervention–traditionally referred to as academic intervention
- PBIS:
  - Positive Behavior Intervention Support: Supporting universal systems and intervention for teaching positive behavior.
- MTSS:
  - The umbrella that includes RTI *AND* PBIS along with systems for Data Based Decision Making, Family Engagement, Assessments and Shared Leadership
- I-MTSS
  - The *intentional integration* of academic, social, emotional and behavior wellness into *all* components of MTSS

Student Wellness: Professional Development

- Integrated Multi-Tiered System of Support
  - Universal prevention agreements in the areas of social, emotional and behavioral wellness
- Restorative Practices
- Trauma Informed Practices
- Current Prevention of Bullying policy
- Schoolwide system of support for discipline
- Role of the school mental staff (school counselors, nurse, social worker, and psychologist)
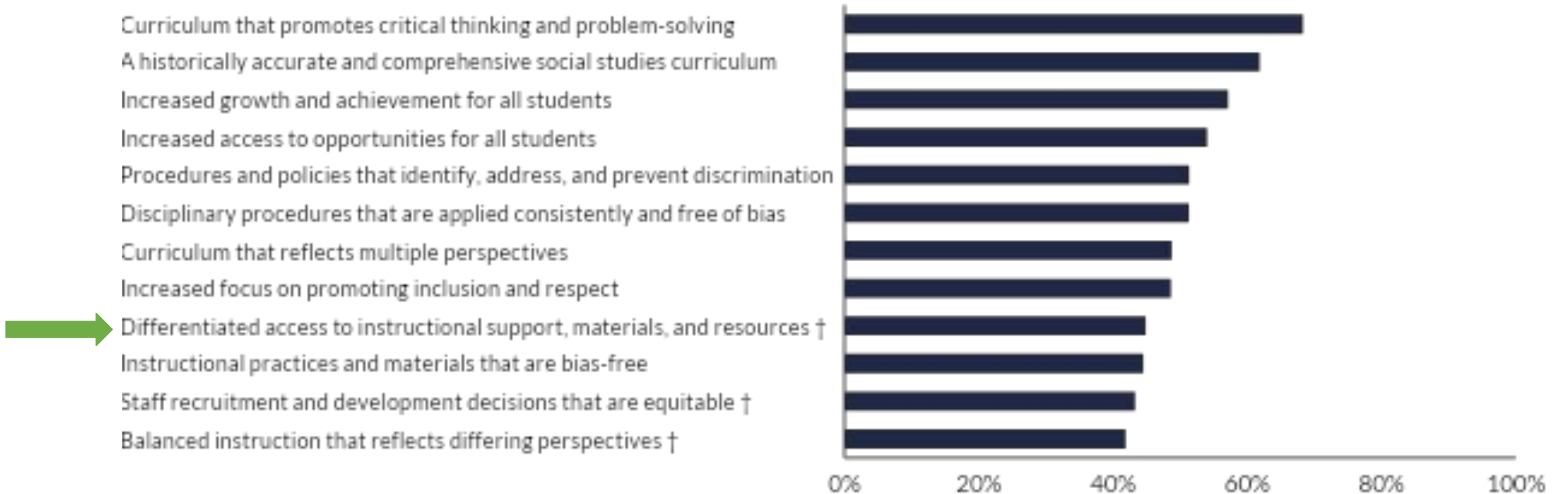
Current DCSD Mandatory Training Inclusions

- Keeping Students Safe
- Handle With Care
- Child Abuse and Mandatory Reporting
- Title IX (discrimination and harassment)
- Question, Persuade, Refer (QPR) - suicide prevention training*
- Suicide Assessment Procedures*
- Threat Assessment Procedures**

*Mandatory Training for Mental Health Staff
**Mandatory Training for Administrators and Mental Health Staff

Resource Allocation: Hanover Key Findings

What do you hope will result from the implementation of Board Policy ADB? Please select all that apply. (n=3970)

Response	Percentage
Curriculum that promotes critical thinking and problem-solving	~68%
A historically accurate and comprehensive social studies curriculum	~62%
Increased growth and achievement for all students	~57%
Increased access to opportunities for all students	~55%
Procedures and policies that identify, address, and prevent discrimination	~52%
Disciplinary procedures that are applied consistently and free of bias	~52%
Curriculum that reflects multiple perspectives	~49%
Increased focus on promoting inclusion and respect	~49%
Differentiated access to instructional support, materials, and resources †	~45%
Instructional practices and materials that are bias-free	~45%
Staff recruitment and development decisions that are equitable †	~43%
Balanced instruction that reflects differing perspectives †	~42%

March 28, 2023 Board of Education Presentation

Resource Allocation: Hanover Key Findings

- Participants perceive open enrollment, programming resources, and fundraising capabilities to be inequitable in Douglas County. Participants perceive these areas as causing the siloing of resources, students, staff, and funding, which negatively impacts minority groups.

- Participants perceive programs are not given the necessary resources to meet the needs of certain student groups.

- Some schools are perceived to have a greater capacity to fundraise.

- Inequities are perceived to impact funding and resources within the district. Many in the district describe the inequitable distribution of resources which they perceive impacts student outcomes.

March 28, 2023 Board of Education Presentation

Resource Allocation: Interpretation (ADB-R)

- DCSD is committed to the idea that different students are entitled to different educational resources to meet their individualized needs.
- DCSD is committed to implementing and evaluating, on at least a biennial basis, a Site Based Budgeting formula that reflects allocation of resources to serve the unique needs of each student in alignment with the District's Mission and Vision.
- DCSD is committed to allocating resources and supports to address the academic, social, emotional, and behavioral needs of each individual student through:
  - Integrated Multi-Tiered System of Supports (IMTSS)
  - Special education programming
  - Multi-lingual learner programming
  - Gifted and talented programming

Resource Allocation: Monitoring

BOE Policy End - Financial Wellbeing (Monitoring Report)

- We have interpreted "All district funds and expenditures are handled equitably, efficiently, transparently, responsibly, and purposefully to maximize the benefit for all students" to mean the District financial transparency webpage is kept up to date, regular reports are given to both the Fiscal Oversight Committee and the Board of Education and appropriate support is maintained for all transactions. Additionally, budget allocations to schools are handled through a formula generated by a cohort of principals and district leaders with supporting documentation for all allocations for the purpose of serving the unique needs of each student in alignment with the district's Mission and Vision. A Budget Guidance Manual and training is available for all budget owners documenting the allocation process and procedures for the fiscal year.

Resource Allocation: Implementation Plan (Multi-Year)

- SBB steering committee will meet annually, evaluate, and adjust as needed

- Study the impact of SBB changes on student learning

- Identify and explore ways to address fundraising disparities

Resource Allocation: Professional Development

- Annual SBB training for school leaders
- Semi-annual bookkeeper training

Parent Engagement: Hanover Key Findings

What positive effects might the implementation of Board Policy ADB have on students and staff? Please select all that apply. (n=3970)

Decreased instances of bullying and harassment
Greater respect among students
Increase in academic growth and achievement
Increased opportunities for students to consider multiple perspectives †
Increase in opportunities for all students
More welcoming and inclusive classrooms
Improved school and district climate
Student differences viewed as assets
Increased student engagement
Increased sense of belonging in school for all stakeholders
More welcoming and inclusive workplaces
Improved student and staff relationships
More curricular representation for students from diverse backgrounds †
Improved student collaboration
Increased staff diversity

March 28, 2023 Board of Education Presentation
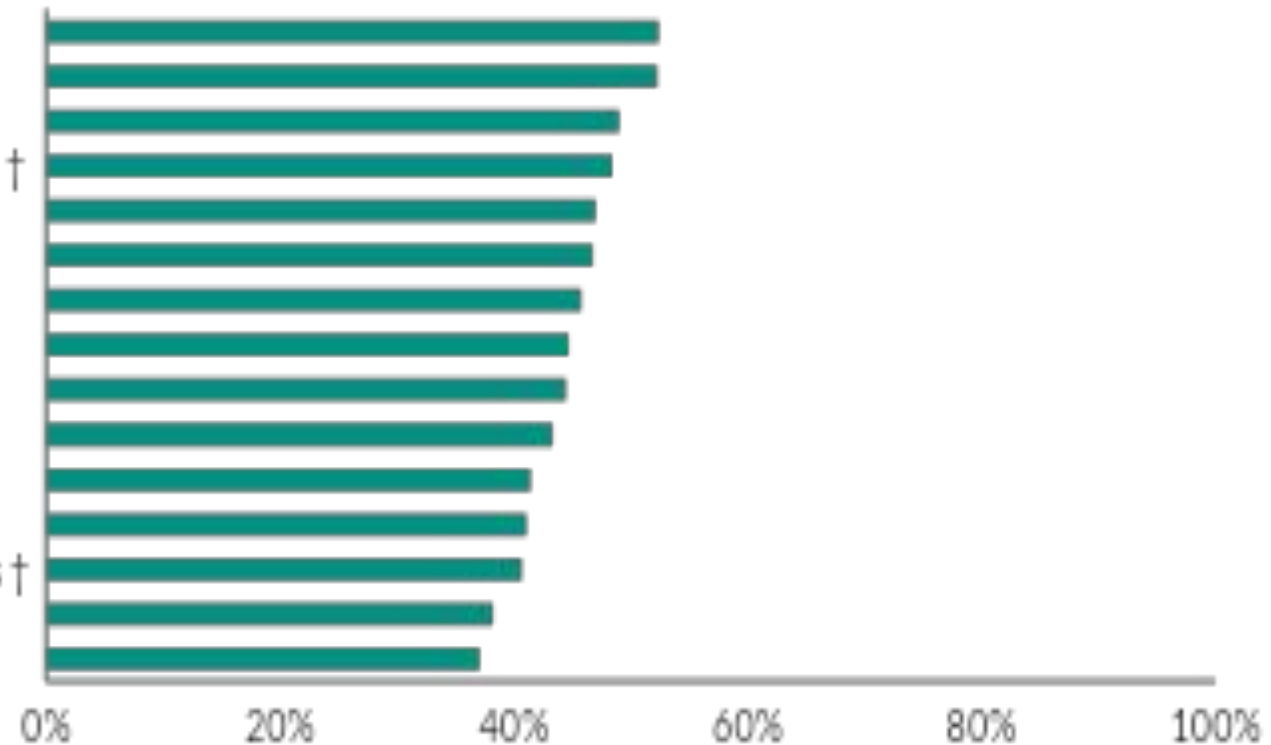
Parent Engagement: ADB-R Summary

- DCSD is committed to providing an environment that honors and recognizes the importance, shared responsibility, and partnership between family, schools, and community, as such involvement in the education of students contributes greatly to achievement, and to the positive school environment and experience.
- DCSD is committed to providing and sharing opportunities to connect and engage those who support our students during their educational journey with DCSD.
- DCSD is committed to attracting and involving all parents, families and community members interested in engaging with our school district community.

Parent Engagement: Connections to Relevant Policies

- KE Public Concerns and Complaints
  - Recently updated
- KBB Parent and Family Engagement
  - Potential updates forthcoming
- KEC and KEC-R Public Complaints About Learning Resources
  - KEC-R updated to include the Curriculum Advisory Committee

Parent Engagement: Metrics

- Community Engagement
- Engaged School Accountability Committees
- Engagement with Economic Development Groups, Governmental Groups, and Industry Partners
- Engagement with statewide advocacy organizations and elected officials.
- Student Community Service Hours
- Establishment of and Engagement with Superintendent Committees (e.g. Equity Advisory Council, Employee Council, etc.)

Parent Engagement: Monitoring

Collaborative Parent, Family, and Community Relations

- Parents, guardians, families, and community members partner with each other and the District to empower students to maximize their individual educational experience.
- Collaboration with community, business, government, educational, and organizational leaders is sought to provide opportunities for students to create positive change and provide service in our community.
- Schools are the center of community learning, entertainment and gathering.
- Multiple effective pathways for communication are available to all parents, guardians, families, community members, and district employees and are conducted with respect and kindness.
  - District communications are made available and accessible to parents/guardians in a language they can understand, including preferred languages for LEP parents
  - School and District Accountability Committees seek diverse stakeholders and multiple perspectives to represent and empower all parent / guardians to have a voice to support all DCSD students, including LEP parents.
  - All parents / guardians are welcome and empowered to engage with DCSD school and district entities.

Parent Engagement: Implementation Plan (Multi-Year)

- Annual updates to *A Parent's Guide to Douglas County School District*
- Support SACs in increasing parent and family engagement
- Continued participation in CDE's Family, School and Community Partnerships (FSCP) cohort
  - Identify best practices for schools and departments to increase parent and family engagement
  - Create resources for FSCP
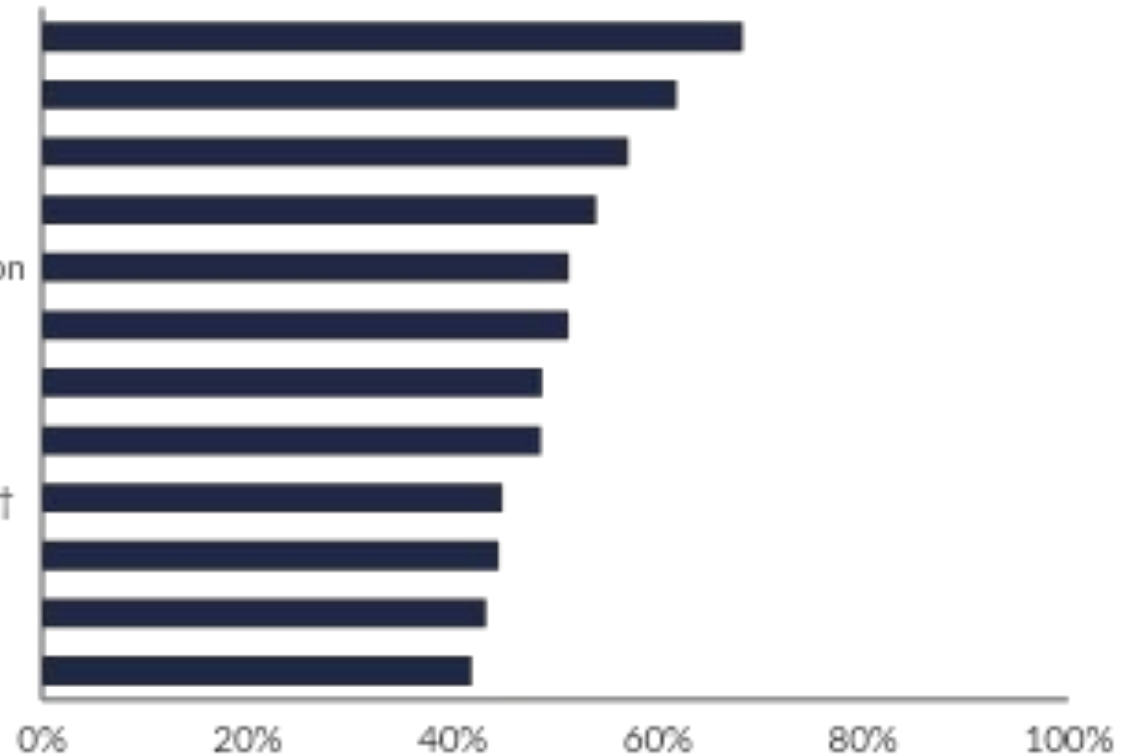- Development of a DCSD annual parent survey

Parent Engagement: Professional Development

- Annual SAC trainings
- Parent University
- Advanced Academics & Gifted Programming Parent/Family Learning
- Special Education Parent Learning
- Title III - English Language Development: Family, School, & Community Partnerships
- School Based Parent/Family Learning

Human Resources: Hanover Key Findings

What do you hope will result from the implementation of Board Policy ADB? Please select all that apply. (n=3970)

- Curriculum that promotes critical thinking and problem-solving
- A historically accurate and comprehensive social studies curriculum
- Increased growth and achievement for all students
- Increased access to opportunities for all students
- Procedures and policies that identify, address, and prevent discrimination
- Disciplinary procedures that are applied consistently and free of bias
- Curriculum that reflects multiple perspectives
- Increased focus on promoting inclusion and respect
- Differentiated access to instructional support, materials, and resources †
- Instructional practices and materials that are bias-free
- Staff recruitment and development decisions that are equitable †
- Balanced instruction that reflects differing perspectives †

0%   20%   40%   60%   80%   100%

March 28, 2023 Board of Education Presentation

Human Resources: Hanover Key Findings

- Students desire curricula that is culturally diverse.
- Students feel that teaching cultural differences will increase overall awareness and appreciation which will, in turn, improve learning environments.
- Many participants have concerns that national narratives, politics, misinformation, and misunderstands might influence the school district's decisions around implementation.

March 28, 2023 Board of Education [Presentation](#)

Human Resources: Interpretation (ADB-R)

- DCSD is committed to recruiting a diverse pool of highly qualified staff.
- DCSD is committed to recruiting, hiring and retaining the most qualified educators and staff.

Human Resources: Connections to Relevant Policies

- **GCE/GCF** Professional Staff Recruiting and Hiring
  - No changes
- **GDE/GDF** Support Staff Recruiting and Hiring
  - No changes

Human Resources: Metrics

- Staff demographics compared to student demographics
- Retention rates
- Hiring data

Human Resources: Monitoring

BOE Policy End - Outstanding Educators and Staff (Monitoring Report)

- We have interpreted "Quality educators and staff have been recruited, developed, supported, retained and celebrated" to mean we have established partnerships to access candidate pipelines, effective and responsive systems for onboarding and ongoing professional development, and a supportive work environment that values educators and staff.

Human Resources: Implementation Plan (Multi-Year)

- We recently received recommendations from the Equity Advisory Council regarding recruiting, hiring and retention.
  - We are working to review this information to determine areas to further develop and improve

- We will continue to
  - Recruit locally and nationwide to include diversity designation schools
  - Hire and select the most qualified candidates into positions
  - Partner with DCSD leadership and universities in the development of grow our own programs and teacher pipelines
  - Further develop systems and data processes in the areas of recruitment and retention
  - Review our recruitment, hiring and retention data

Role of the Equity Advisory Council (ADB-R)

The District is committed to maintaining the Equity Advisory Council (EAC). The EAC is a committee that will coordinate with School District Leadership to support and advise implementation of the DCSD Educational Equity Policy. In alignment with the Educational Equity Policy (ADB), the EAC bylaws and this regulation, the EAC will choose a focus area for each academic year. The EAC will submit their advisement and recommendations to the Superintendent.

Feedback Themes on ADB-R

- District Leadership Team Meeting
  - Prevention of bullying feedback
  - Support implementing the Colorado Academic Standards
- Equity Advisory Council
  - Professional Development
  - Curriculum Advisory Council
- Student Advisory Group (Prevention of Bullying)
  - Cyber-Bullying
  - Processes and procedures
- District Accountability Committee (Parent Engagement)
  - Impacts to student subgroups
  - Measures and next steps