

## ***Superintendent File: ADB-R***

### **EDUCATIONAL EQUITY**

#### **ACADEMICS**

In order to provide educational equity in academics:

- ❖ The Douglas County School District (“DCSD” or “District”) 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.

Supports and strategies to further these commitments include:

#### ***a. Academic Needs***

The District will support the academic needs of all students using the Integrated Multi-Tiered System of Supports (IMTSS) process, a comprehensive and equitable prevention framework for improving the outcomes of all students. Key components of an IMTSS framework include:

- Integrated continuum of research-informed practices
- Comprehensive data-driven decision making
- Integrated teaming and coaching structures
- Integrated professional development
- Additional systems to support sustained and scaled implementation.

#### ***b. Access to Opportunities for All Students***

The District supports providing opportunities designed to meet the individualized needs of all students, including, but not limited to:

- Life skills development programming
- College preparatory programming (Advanced Placement, Concurrent Enrollment, etc.)
- Career and Technical Education courses
- Providing service opportunities.

c. ***Curriculum Resources***

The District strives to provide the best teaching and learning materials available to students and staff which ensures adherence to Colorado Academic Standards. Textbooks and other required curriculum materials are chosen to advance the Board of Education's goal of Academic Excellence, contribute toward continuity, integration and alignment of the Colorado Academic Standards, and establish a general framework for a particular course or program. Textbook and instructional materials selection and adoption shall be implemented consistent with Board File Policy IJ and the procedures contained within Superintendent File Policy IJ-R.

d. ***Balanced Perspectives***

In order to promote critical thinking and independent thought, DCSD educators will endeavor to present opportunities for discussion of various viewpoints when studying topics that are considered controversial or polarizing, as defined by Board File Policy IJA, Selection of Controversial Learning Resources.

e. ***Social Studies***

To ensure a complete, accurate, and comprehensive social studies education, DCSD follows the Colorado Academic Standards for Social Studies which states that "the inclusion of diverse narratives in history and civics is intended to provide a broad understanding about the stories of all groups and individuals who have contributed to the development and enduring legacies of the United States."

f. ***Health Education***

Students in grades PreK-4 will not be exposed to sexually explicit content as part of the District's educational program.

District Policy IMBB-R requires parent notification and opt out opportunities for all planned health-education curriculum sections or units concerning human sexuality.

District Policies relating to the District's implementation of educational equity in academics include:

- IJC, Instructional Resources
- IMBB and IMBB-R, Exemptions from Required Instruction
- IJ and IJ-R, Textbook and Instructional Materials Selection and Adoption
- IJA and IJA-R, Selection of Controversial Learning Resources
- KEC and KEC-R, Public Complaints About Learning Resources.

## **STUDENT WELLNESS**

In order to provide educational equity in student wellness:

- ❖ 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.

Supports and strategies to further these commitments include:

### ***a. Welcoming Environment***

DCSD is committed to fostering students' sense of belonging and wellness. Belonging refers to having positive relationships and feeling safe and connected within the community. Wellness refers to practicing healthy habits to attain better physical and mental health outcomes. Students will not be compelled to share personal information in public settings, including statements regarding their personal beliefs or circumstances. Students will have access to a trusted adult.

### ***b. Student Wellness Needs***

Using the Integrated Multi-Tiered System of Supports (IMTSS) process, the District will support the social, emotional, and behavioral wellness needs of all students.

Educational counseling provided by school mental health providers is initiated in collaboration with parents who have given informed consent and written permission consistent with and as explained in Board File Policy JLDA, Student Mental Health Wellness Services in the School Setting.

### ***c. Prevention of Bullying***

DCSD is committed to prevention of all types of bullying including discrimination and harassment. Policies JICB and JICB-R define reporting structures for prevention of bullying, including an opportunity for anonymous reporting. DCSD is committed to providing training resources and support regarding the prevention of bullying.

### ***d. Essential Skills***

The District aligns with Colorado Essential Skills within the Colorado Academic  
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Standards which indicates that students will graduate with the acquired content and cultural knowledge, workforce readiness, interpersonal skills, civic responsibility, global awareness, independent living and an understanding of the essentials for health and mental wellness.

**e. Partnerships**

Our District employees, parents, and community will promote the well-being of all students through collaborative, proactive and supportive partnerships.

District Policies relating to the District's implementation of educational equity in student wellness include:

- ADF and ADF-R, Student Wellness
- JICB and JICB-R, Prevention of Bullying
- JK, Discipline
- JLDA and JLDA-R, Student Mental Health Wellness Services

**RESOURCE ALLOCATION**

In order to provide educational equity in resource allocation:

- ❖ 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.

**HUMAN RESOURCES**

In order to provide educational equity with regards to human resources:

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

District Policies applicable to educational equity with regards to human resources include:

- GCE/GCF, Professional Staff Recruiting/Hiring
- GDE/GDF, Support Staff Recruiting/Hiring

## **PARENT ENGAGEMENT**

In order to provide educational equity in parent engagement:

- ❖ 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.
  - 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 parents/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.

District Policies applicable to educational equity with regards to parent engagement include:

- KBB, Parent Engagement
- KE, Public Complaints

## **EQUITY ADVISORY COUNCIL**

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 the full and systemic 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.