

SCHOOL-BASED DECISION MAKING

School: Lincoln Elementary Performing Arts School

Subject of the Policy: Equity and Diversity

Policy Statement

To ensure that all of our students receive rigorous, equitable, and research-based educational experiences, opportunities, and outcomes, we will ensure that each and every student:

- Is able to achieve at high academic levels.
- Feels safe, welcome, and valued at our school.
- Receives a full, fair share of the opportunities our school has to offer.
- Knows and honors the achievements of his or her ethnicity, cultural identity, perspectives, and tradition.
- Knows and honors the achievements of other cultural traditions he or she may encounter in our community and later in life.
- Respects and understands that different life experiences lead to different perspectives.
- Allows/Encourages equal access to all programs.

We understand that each student has a unique mix of inherit attributes, and that to fulfill our commitment, we will consider this diversity in all actions and policies created or reviewed, giving special consideration to demonstrably vulnerable populations. These inherit attributes include, but are not limited to: gender, ethnicity, socioeconomic status, disability, sexual orientation and gender identity.

We commit ourselves to annual reflection on how well we are fulfilling this commitment, including review of the following data disaggregated by the diverse attributes listed above: ~~gender, ethnicity, socioeconomic status, disability, sexual orientation and gender identity:~~

- Student academic performance
- Student participation in our academic and extracurricular programs
- Student disciplinary referrals
- Family involvement in school activities
- Feedback from students, parents, staff, and community leaders on their perception of our performance in this area
- Efforts to establish a diverse staff, reflective of the student population
- Attendance

Based on what we learn from that reflection, we will develop and implement the plans needed to address any area of growth to fulfill the commitment made above. We will combine this work with our School Improvement Plan (SIP) process and ensure that our staff members are caring and culturally responsive. Additionally, the school's Comprehensive School Survey results will be used to gauge actual student perception and facilitate our decision making.

We will establish a Racial Equity Committee. This committee is established in response to the Jefferson County Board of Education's *District Commitment to Racial Educational Equity* policy.

Purpose:

- Review the effectiveness of, and recommend further professional development regarding equity on campus.
- Review (in concert with the administrative team) current discipline data, focusing especially on disparities in subgroups, and suspension data.
- Review policy and practice regarding access to advanced placement, college, dual credit, and CTE coursework for all students, specifically focusing on ensuring equitable access for students.
- Use of the R.E.A.P (Racial Equity Analysis Protocol) for all major campus decisions that could potentially impact students. Report findings of the R.E.A.P to the administrative team and SBDM.
- Draft, train, and maintain the school-based Racial Equity policy each year, reporting information quarterly to SBDM.

Meeting and Reporting Schedule

Once monthly as a committee and reports quarterly to SBDM (September, December, February, and May) on the progress of the committee's charges

We will establish a LGBTQIA Committee to recognize and support lesbian, gay, bisexual and transgender and queer or questioning, intersex and asexual students.

Purpose:

- Proactively promote acceptance of and respect for LGBTQIA individuals.
- Advise, inform and/or draft policies and communications relevant to or affecting the LGBTQIA student community.
- Assign an individual or individuals with LGBTQ-specific training to be primary support contact for students and families with LGBTQIA related issues, needs or questions.
- Review the effectiveness of, and recommend further professional development regarding LGBTQIA-focused issues on campus.
- Annual review of the "reflection" mentioned previously in this policy, and the creation of a plan of action to address issues, if any.

Meeting and Reporting Schedule

Once monthly as a committee and reports quarterly to SBDM (September, December, February, and May) on the progress of the committee's charges

Date of First Reading: May 13, 2019

Date of Second Reading: May 28, 2019

Date Adopted: May 28, 2019

Signature: _____
(SBDM Council Chairperson)