

HCPSS Equity Framework

Administrators' Kickoff

August 17, 2021

Outcomes

- Explain the HCPSS Equity Framework
- Explain the relationship between the Equity Framework, the Strategic Call to Action, school improvement planning, social emotional learning, and Policy 1080.

Norms

- Stay engaged
- Attend to personal needs
- Remain open to new ideas

HCPSS Strategic Call to Action



Learning and Leading with Equity

The Fierce Urgency of Now

Vision

Every student and staff member embraces diversity and possesses the skills, knowledge and confidence to positively influence the larger community.



Mission

HCPSS ensures academic success and social-emotional well-being for each student in an inclusive and nurturing environment that closes opportunity gaps.

HCPSS Policy 1080 - Educational Equity

Educational Equity - every student has access and support to the opportunities, resources, and educational rigor they need throughout their educational career to maximize academic success and social/emotional well-being and to view each student's individual characteristics as valuable.

Equity provides the access, opportunities, and supports needed to help students, families, and staff reach their full potential by removing the barriers to success that individuals face. It does not mean equality or giving everyone the same thing.

Resource: [HCPSS Policy 1080 Educational Equity](#)

Element	Belonging	Opportunity & Access	Instructional Excellence	Engaged & Inspired Learners
	All students, staff, and families experience belonging; and each person's physical, social, and emotional needs are met.	All students, staff, and families can access pathways that expose them to high-quality learning experiences.	All students and staff are provided with the resources necessary to deliver and experience high-quality instruction.	All students and staff are empowered to shape their teaching and learning experiences.
Indicators	<ol style="list-style-type: none"> 1. We respect and seek to understand diversity in individual differences, life experiences, and perspectives.* 2. All individuals are a part of the learning community within a restorative culture that facilitates authentic cross-cultural relationships. 3. Individuals see their unique identities reflected through all facets of education including staffing, curriculum, instruction, and activities. 4. Students' and staff's social, emotional, and physical needs are met. 	<ol style="list-style-type: none"> 1. Supports exist that allow all students to choose to experience any coursework and school activity. 2. Students are provided appropriate supports to access instruction and be ready to learn. 3. Resources are allocated based on assessed needs. 4. Multiple pathways to success exist. 5. Advanced-level courses are welcoming to and supportive of all students. 6. Leadership opportunities are welcoming to and encouraged for all individuals. 	<ol style="list-style-type: none"> 1. All students are expected to learn and succeed. 2. All students understand the purpose for learning and the criteria for success in every classroom. 3. Teachers differentiate to ensure that all students participate in the learning process. 4. Culturally responsive pedagogy and culturally proficient instruction are embraced and implemented. 5. Feedback is solicited from all students and valued in the instructional process. 6. All students benefit from instruction that supports post-graduation success. 7. Professional learning for staff is equity-focused, practical, evidence-based, and promotes professional growth. 	<ol style="list-style-type: none"> 1. Student voice and staff voice are encouraged and valued. 2. Multiple opportunities exist for students and staff to engage in the development of the school's academic and social climate. 3. Meaningful partnerships are developed among students, staff, and communities. 4. Students and staff feel valued, inspired, and engaged throughout the educational process. 5. Individuals are empowered to shape their own learning experience.
Lens	Examine our practices through a Racial Equity Lens —This includes examining and ending unintended (and intended) consequences and actions that have negative or disparate effects on communities of color so that race/ethnicity is no longer a predictor of advantage or disadvantage due to implicit or explicit bias and socially constructed racial hierarchies between and within groups (e.g., cognitive & physical disability, LGBTQIA+, English proficiency, economically disadvantaged).			

*Differences, life experiences, and perspectives speak to the specifics of diversity and include, but are not limited to race/ethnicity, gender, gender identity, socioeconomic status, family structure, sexual orientation, language, culture, religion/beliefs, mental and physical ability, disability, age, and national origin.

**Individuals refer to students, staff, and families.

Framework adapted from Smith, D., Frey, N., Pumpian, I., & Fisher D. (2017). *Building equity: Policies and practices to empower all learners*. Alexandria, VA: ASCD.

Elements of Equity



Belonging

All students, staff, and families experience belonging; and each person's physical, social, and emotional needs are met.



Opportunity & Access

**All students, staff, and families
can access pathways that expose them
to high-quality learning experiences.**



Instructional Excellence

All students and staff are provided with the resources necessary to deliver and experience high-quality instruction.

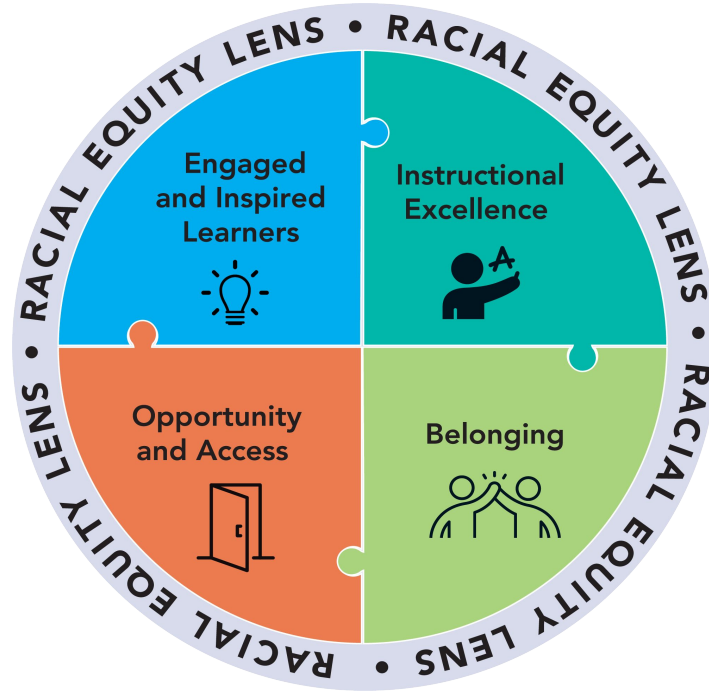


Engaged & Inspired Learners

All students and staff are empowered to shape their teaching and learning experiences.



Elements of Equity



Our goal is that race is no longer a predictor of advantage or disadvantage due to implicit or explicit bias and socially constructed hierarchies.

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Belonging Indicators

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4. Individuals' social, emotional, and physical needs are met.

Exploring a Belonging Indicator

Individuals see their unique identities reflected through all facets of education including staffing, curriculum, instruction, and activities.

- Knowing how each person identifies such as name, pronouns, and cultural identity
- Selecting learning materials that reflect the students that we are teaching
- Making sure that each child feels chosen
- Fostering student identity
- Holding high expectations for students

Opportunity & Access Indicators

1. Supports exist that allow all students to choose to experience any coursework and school activity.
- 2. Students are provided appropriate supports to access instruction and be ready to learn.**
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Exploring Opportunity & Access

Practices for supporting Multilingual Learners

- Teach languages across curriculum.
- Emphasize all domains of language with a keen focus on productive language.
- Incorporate students native language into instruction.

Practices for supporting Special Education students

- Prepare accommodations for all learners.
- Make your content accessible by uploading to e-learning platforms.
- Provide student choice for demonstrating mastery.
- Use different modalities in the same lesson (Plan for visual, aural, kinesthetic, tactile, learners etc.)
- Scaffold your lessons - breaking tasks and activities into manageable chunks.

Instructional Excellence Indicators

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Engaged & Inspired Learners Indicators

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What's Next

- Countywide PD: August 24
- Selection of pilot schools: September
- Framework pilot: September-November
- Administrator Training: September-December
- Framework Roll-out: January

Closure