

Facilitator's Guide to Equitable Decision-Making Training Module

Thank you for your commitment to SBDM and for training the council members attending your session(s). As a reminder *Equitable Decision-Making* is designed as a three-hour session for experienced members. [Start on PowerPoint slide 2.](#)

The attached *Facilitator's Guide* includes a script, as well as accompanying answer keys and notes. The script itself is discretionary and serves as a guide only; the answers are samples. Feel free to create your own transitions between topics and to facilitate discussions to your comfort level; you are not bound by the script itself. Most of the activities and readings require mandatory engagement, so passive learning and "sit-and-get" are not recommended. Encourage your trainees to take notes, highlight, annotate, and interact with the words on the pages.

Should you find any incorrect information or need clarification on an activity, or if you would like to provide feedback on the module, feel free to contact your SBDM consultants at (502) 564-3791. Again, *thank you.* [Go to PowerPoint slide 3.](#)

Sample Agenda:

- I. Welcome & Introductions (10 minutes)
- II. Session Overview and Objectives (5 minutes)
- III. Decision Making Through Equity Lens (45 minutes)
- IV. Why Equity Matters (30 minutes)
- V. Break (10 minutes)
- VI. Perceived Benefits of Equity (10 minutes)
- VII. School Policies vs. Decisions (20 minutes)
- VIII. Equity Evaluation (10 minutes)
- IX. Quotable Quotes and Metaphor of a Lens (20 minutes)
- X. Assessment of School's Culture (10 minutes)
- XI. Closing (10 minutes)

Needed Materials:

- Booklet for each participant
- Computer for PowerPoint presentation
- Sample policies
- Internet connectivity to access the [YouTube video](#)
- Gradient of Agreement signs
- Sign-in sheet
- EILA certificates
- Nametags
- Highlighters (Green & Yellow)
- Chart paper
- Post-Its
- Evaluation

After welcoming participants, provide each person with a copy of the training booklet. Spend time reviewing the Objectives below, the Session Overview, and the Student Achievement section, which sets the stage for the information that follows. This is also a key time to note that the training is designed to last three hours to satisfy the legal requirement for experienced council members.



KENTUCKY DEPARTMENT OF EDUCATION

Equitable Decision-Making

A three-hour training for experienced SBDM members

OBJECTIVES: [Go to PowerPoint slide 4.](#)

After this training, council members will be able to ...

- Distinguish equity from equality;
- Understand the moral imperative of equitable decision-making; and
- Determine why equity matters to school-based decision making (SBDM) councils.

SESSION OVERVIEW:

This school-based decision making council member training session is designed to help experienced council members understand how equitable decision-making impacts student achievement. These SBDM training materials were developed by the Kentucky Department of Education for use in training school council members in implementing school-based decision making.

STUDENT ACHIEVEMENT:

The school council's mission is to improve student achievement [[KRS 160.345\(2\)c](#)]. Each school council must create an environment in its school that will result in students achieving at high levels. All policies and decisions by the school council must contribute to the achievement of the school's mission.

Say: We are going to begin this training by watching a video about solving the achievement gap through equity, not equality. These words are often used interchangeably. Although spelled similarly, the two are nothing but! Each term has its own distinct features that makes them different from the other. Before you show the video, have a participant volunteer to read the paragraph below aloud and then click on the link in the PowerPoint to access the YouTube video. (Go to PowerPoint Slide 5.)

Decision Making through an Equity Lens

In education, **equality** refers to applying the same expectations and norms to unequal groups while **equity** means giving the needed resources to each individual group. While listening to the TedTalk “Solving the Achievement Gap Through Equity, Not Equality¹,” list several examples, definitions, scenarios, et cetera that the speaker shares to further distinguish equality from equity. Be sure to list your examples in the correct corresponding shoe. **Sample answers are provided below. Go to PowerPoint slide 6.**

Equality

- Using the same standards and norms on completely different groups of people
- Giving everyone a pair of size 10 shoes, regardless of what shoe size they wear
- Handing every student one uniform assignment
- All students are expected to come to school and meet standards created by an outside agency regardless of unique circumstances

Equity

- Gives the needed supports and support structures to the very different groups of people
- Giving everyone a pair of shoes that fit
- Designing curriculum and instruction in a manner that meets a student’s individual challenges
- Giving students an assignment that supports that child’s talents, abilities, and goals
- Providing students with what they need to achieve
- Must embrace equity to make change

¹Ott, Lindsey. “Solving the Achievement Gap Through Equity, Not Equality.” 5 Dec. 2017, https://youtu.be/nOQbu_3M0_Q.

After having watched the video and listing the distinguishing qualities of equality and equity, have participants share the differences they listed aloud. Capture their collective thoughts on chart paper. Allow participants an opportunity to share any of their “a-ha moments” as they reflect on what resonated with them from the speaker. Once you have allowed a rich discussion to take place, have a volunteer read the information from the two paragraphs below aloud.

During the speech, the speaker offered a shoe analogy to help her audience distinguish equality from equity. In most instances, receiving shoes is a welcomed gift; however, there are times when receiving a pair that is too large or too small could serve as a hindrance or nuisance to someone. Equality – within her shoe analogy – would result in every person receiving a pair of size 10 shoes. Equity would result in each person receiving a pair of shoes that fit.

When we liken the analogy to education and on behalf of students, it forces us to become more conscientious in the decisions made – both inside and outside of the classroom. **Equity allows administrators, teachers, and even school-based decision making (SBDM) council members a lens with which to give the needed supports and support structures for each student in a manner *that fits* and is just and fair.**

Say: Now we are going to read an excerpt from the article, “Why Understanding Equity and Equality in Schools Can Help You Create an Inclusive Classroom.” While reading, place an exclamation point near any statement that resonates with you in some way. Be prepared to share.

Directions: Read the excerpt from “[Why Understanding Equity and Equality in Schools Can Help You Create an Inclusive Classroom²](#)” and while reading, place an exclamation point (!) near any statement that resonates with you. Be prepared to share your thoughts aloud with the group.

When it comes to equity vs. equality in education, the terms are often used interchangeably. But understanding the distinction between the two is essential for resolving issues faced by disadvantaged students in the classroom. While working toward equity and equality can both do good, equity should be an educator’s end goal. The reason lies in the difference between being fair vs. equal.

Equality is more commonly associated with social issues, perhaps because more people know what it means. In a nutshell, its definition is as it sounds – the state of being equal. When a group focuses on equality, everyone has the same rights, opportunities and resources. Equality is beneficial, but it often doesn’t address specific needs. Giving each student a take-home laptop, for example, would not address students who don’t have internet in their homes. Even if a school is equal, some students may still struggle.

Equity, on the other hand, provides people with resources that fit their circumstances. The World Health Organization definition of social equity is “the absence of avoidable or remediable differences among groups of people.” Schools that prioritize equity versus equality are more in tune to their students’ needs and provide resources to overcome their specific challenges.

“The route to achieving equity will not be accomplished through treating everyone equally,” says the Race Matters Institute. “It will be achieved by treating everyone equitably, or justly according to their circumstances.” Equity is more thoughtful and, while it’s harder work, it is better at resolving disadvantages. While equality is an admirable goal, try shifting your school’s focus to equity for a more effective outcome.

After ample reading time, facilitate a discussion about what resonated with them as a parent, a teacher, or as a principal.

² “Why Understanding Equity vs Equality in Schools Can Help You Create an Inclusive Classroom.” *Waterford.org*, 2 May 2019, <https://www.waterford.org/education/equity-vs-equality-in-education/>.

Say: Thus far, we have generally discussed how equity and equality differ and why equity is important to schools, but you may be wondering why focusing on equity matters to SBDM councils. In this next section, we are going to explore the responsibilities that councils have and how equitable practices affect student achievement, which is the primary responsibility of the council. Let's spend time reading the material together on page 4 together.

EQUALITY

EQUITY

Why Equity Matters to SBDM Councils

In 1990, the Kentucky General Assembly passed HB 940, which is best known as the Kentucky Education Reform Act (KERA). This piece of legislation changed the face of education in Kentucky. One drastic change that came along with KERA was KRS 160.345, which is the statute that outlined school-based decision making councils. [Go to PowerPoint slide 8.](#)

School councils promote shared leadership among those who work closely with students. Membership of each council includes parents, teachers, and an administrator of the school. The council has the responsibility to **set school policy** and **make decisions** outlined in statute, which should provide an environment to **enhance student achievement**. The policies should assist in meeting the goals established in KRS 158.645 and KRS 158.6451.

SBDM councils are tasked with a variety of responsibilities related to student achievement:

1. Policy development, including, but not limited to the following: curriculum, technology, discipline, school schedule, extracurricular and wellness
2. Selecting the school's principal
3. Collaborating with other shareholders to develop the Comprehensive School Improvement Plan (CSIP)
4. Adopting a budget aligned to instructional needs
5. Determining the school's writing program, emergency plan and professional development plan
6. Setting targets to close the achievement gap
7. Annually reviewing school assessment data
8. Consulting with the school's library media specialist on needs of the media center
9. Consulting on both certified and classified vacancies
10. Determining the number of positions for each job classification

Equity matters to SBDM councils, because equitable decision-making ensures conscious decision-making and that each child is given what he or she needs to achieve academically.

When writing policies or making council decisions from an equitable lens, councils are concerning themselves with cultivating the best conditions for all students to learn at very high levels. Equity requires strategic thinking.

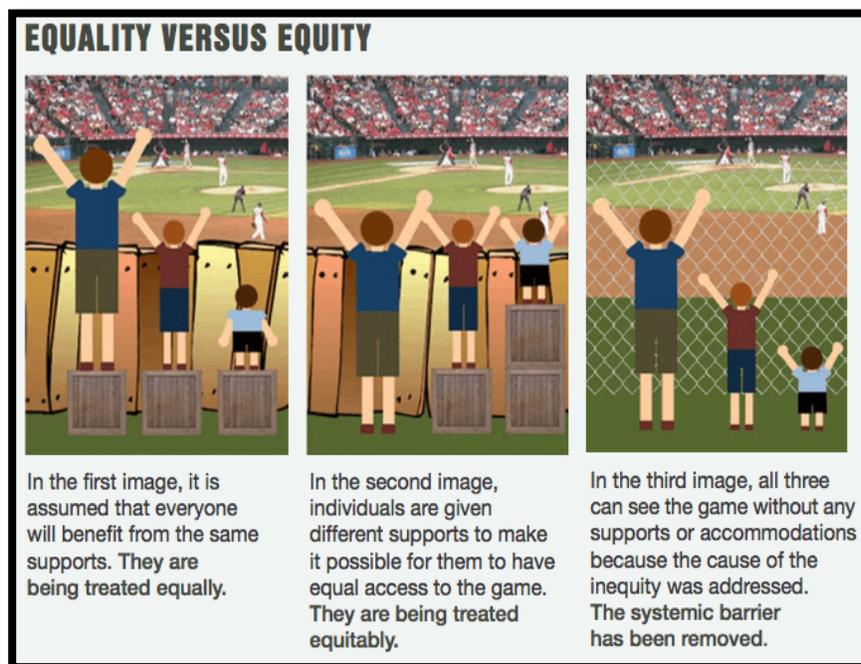
Have participants discuss the question below with a partner or small group and then one person from each group can share a summary of what was discussed.



Talk It Out: As an experienced council member, you are well-versed in the decision-making process. When arriving at a decision, what processes were used by the council(s) with which you served? What contributing factors helped your council arrive at a meaningful decision?

Say: You may recognize this visual depiction of equality versus equity as it has been widely circulated online for several years now. We will use each of the frames below to explore some aspect of the two terms. Although a summary of each frame is provided below the picture itself and along the edges of the visualization, you may want to have three volunteers describe what they see (i.e. their interpretation) in the frame assigned to him/her. We suggest projecting the picture from the slide, and having volunteers come forward and describe what they are noticing. For example, in the first frame, one person already has a height advantage, but was given the same crate anyway. Even though all three have been given the same exact support, they are all still at a disadvantage, because none of them have a seat in the stands and a few do not have what they need at that right moment. This may be a good time to reiterate that sometimes what could be equitable is so obvious, but with little thought or consciousness, it is difficult to make those decisions. Go to PowerPoint slide 9.

Picture This: Equality Versus Equity



The image to the left illustrates a visual depiction of equality and equity. Equality, as demonstrated in the first frame, shows each person receiving the same support. It's *fair*.

Equity is depicted in the second frame. We see the same situation, but each person has been

given the necessary supports – if any – to make the view possible. It's *just*.

The third and final frame reminds us that sometimes it isn't the added support that makes the difference; rather, it's a reconsideration of the system that created the injustices or barriers all along that requires some rethinking.

Talk It Out: After studying this visual depiction closely, what new perspective do you have regarding equity and equality? **Answers will vary.**

This would be a good time to take a 10-15 minute break. Go to PowerPoint slide 10.

Say: Making equitable decisions is important, because they ensure that all students have an opportunity to succeed and feel safe and valued at school. There are certainly several other benefits besides student achievement that equity brings to light. Let's explore some of those benefits by silently engaging in the reading on this page and completing the Two Truths activity once you have finished reading.

Perceived Benefits of Focusing on Equity³

Equity is a matter of principle. When stakeholders invest time in looking at the larger educational ecosystem, instances of inequity begin to reveal themselves. With the continuous peeling of the layers, stakeholders get a clearer picture of what is just (equitable) and not simply equal to help them make sound decisions in ensuring students succeed.

So, what happens when schools address the equity ecosystem?

1. As a matter of principle, they are also addressing poverty and racial injustices.
2. A student's access to wraparound educational school services are increased.
3. Academic barriers are removed.
4. Data not only takes a front seat, but it becomes the driver of all decision-making.
5. Schools are consciously agreeing to a moral and ethical approach to learning.
6. Children are given a head start leading to better economic and social outcomes for them.

Two Truths: From the list of the six perceived benefits of equity, choose two that you wholeheartedly agree with and circle the statements. In the blank space below, list how these would transform your school or continue to transform your school.

Answers will vary.

This is an opportunity for council members to share what inspires them and how they envision their respective school transformed through a lens of equity. Please allow several to share these notions with the entire group.

³ National Conference of State Legislatures. "Equity in Early Education: The Strategies." 17 February 2018. <https://www.waterford.org/education/equity-early-education-strategies/>. 7 January 2019.

Say: It is imperative that when writing council policies as an SBDM council that we do not include verbiage or practices that are inequitable or could lead to unfair treatment of specific students without considering what students may be experiencing independently from the group of students at large. Let's review the policies and decisions that councils are required to make and then we are going to look review several sample policies and determine what actions or processes could be deemed as inequitable. Read below and then have participants engage in the Talk It Out discussion prior to completing the Sample Policy Evaluation activity. Go to PowerPoint slide 11.

School Policies vs. Council Decisions

One council responsibility is the writing of policies, which determines how the school operates on a day-to-day basis and should be written in a manner that enable students to achieve.

Policies should be written and considered carefully as they are legally binding. Policies should not be written in a manner that impedes students or written in haste and with one particular

incident in mind without carefully considering the resounding effects such words may have on the academic livelihood of the students in the building or any future students.

Policy Considerations

- Policies should be more than compliance driven and should be focused on a commitment to improving student achievement.
- Policies should **not** be written to address a specific situation that should be handled on a more personal basis.
- Policies should be proactive – **not** reactive!
- Policies should not be written in a manner that set staff up to be in violation of the requirements of the policy.



Talk It Out: As an experienced council member, how were policies written, reviewed and/or revised? Was this a passive or active process that involved the entire council or a committee or did the chair write policies for the school? How did you ensure the policies were fair? Was there a strategic process?

Assign a sample policy to each table or pair and have them complete the analysis activity below. Sample answers are below.

Sample Policy Evaluation

Activity: List the sample policy assigned to your table in column one. This policy includes actions or processes that could be deemed as inequitable. Read through the policy carefully and in the chart below (column two), record the parts of the policy that are inequitable and what could be changed to make them equitable.

Policy	Why is the policy inequitable? What must be adjusted to make it equitable?
Discipline	The policy requires all students to wear white shoes without logos; this could be particularly burdensome to students who cannot afford new shoes and currently have shoes that are any other color besides white. Likewise, the policy states that students must have neutral or natural hair, which is insensitive to a student's culture, health, individuality, etc. In short, those two items could be removed all together. If the specific shoe color requirement is necessary to conduct school business, provisions on how to assist each student incapable of meeting those requirements should be addressed. The policy also does not consider students who may inadvertently break the code to no fault of their own (wearing orthopedic shoes, other assistive devices to help with gait/impairments, etc....).

Actively Engage: While other teams present, list their sample policy in column one. In column two, record the parts of the policy that they determined to be inequitable and what they believe could be changed to make the policy equitable.

<p>Policy</p>	<p>Why is the policy inequitable? What must be adjusted to make it equitable?</p>
<p>Schedule of the Day and Week</p>	<p>The policy states that, “All students identified for special education services will participate in remedial classes in lieu of standard elective/enrichment courses (art, music, foreign language, agriculture, et cetera).” This is particularly inequitable, because it does not give all students an opportunity to receive a fair, well-rounded education. It also would make it easily discernible for other students in a school to determine who is/is not receiving special education services thus provoking an unintended stigma. That section should be removed altogether as everyone should be receiving the elective/enrichment courses right for him or her.</p>
<p>Selection of Extracurricular Programs</p>	<p>This policy did not consider the unique and individual experiences of students that may have contributed to absenteeism, tardiness, unpaid fees, etc. Students may have been ill, come from a low-income home, or rely on a parent to transport him/her to school and that same parent works a third shift and sometimes oversleeps. The policy could include a caveat that states individual situations would be reviewed on a case by case basis or not included at all.</p>
<p>Curriculum</p>	<p>This policy is inequitable, because it requires parents to be heavily involved in a student’s work without considering the education of the parents, the parents’ personal work schedules, and/or other children in the home. The policy could be amended to include a newsletter that will be sent home weekly or monthly that will include ways parents may be involved in their child’s education, but is not a requirement.</p>

Say: Now that we have evaluated several policies and their inequities, let's review a few council decisions and determine whether the council's decision represents an equitable action/decision or not. Please work through each decision as a pair/group and list your analysis in the second column. Once time has elapsed, we will review these together. Go to PowerPoint slides 12-16.

Equity Evaluation

Directions: Read each of the council decisions in column one and determine whether each council decision represents an equitable action or decision. If is equitable, what makes it so? If not, what makes it inequitable?

COUNCIL DECISIONS	EQUITY ANALYSIS
<p>When the council was made aware of its allotted professional development funds, the council agreed to use all of the funds on math professional development. The math scores at the school are above average. All three teachers on the council are math teachers at Wildcat High School.</p>	<p>Inequitable: Funds were allocated towards only one subject, which just so happened to be the one with above average test scores already. The council may need to hear from department chairs from all subject areas about their identified professional development needs. The council may also need to take an objective look at its CSIP to determine how the funds should be expended.</p>
<p>As the SBDM council at Cardinal Middle School began reviewing its budget and Section 6 funds, the council was made aware that there was a request made by the special education teachers for additional technology in their department. The current technology is outdated and not working properly. Students use the technology daily to help them read, learn to write and hone their listening skills in their classrooms. The council granted the department's request.</p>	<p>Equitable: Funds were spent to address an identified need and specific groups of students were not disregarded in the decision and given what was needed to make them well-rounded students.</p>
<p>At a special meeting, the council approved a policy in which high school students would not be allowed to attend prom if they had five unexcused absences – regardless of the circumstance.</p>	<p>Inequitable: The consequence does not factor in circumstances beyond a student's control (i.e. transportation, illness of student or family member, etc.).</p>
<p>During a regular SBDM council meeting, a parent was allowed time to voice a concern during public comment. The parent expressed the desire for the council to modify its discipline policy to include a consequence for any student not speaking in English in the hallway. Due to a surplus of jobs, the community's English learner population has recently grown. The council altered the policy to include this caveat.</p>	<p>Inequitable: This decision does not enhance student achievement and targets the EL population who may not be fluent in English. It also disregards any classroom experience where students are encouraged to practice any new language acquired in elective courses.</p>
<p>The council recently decided to add to the list of extracurricular programs offered at the school an advocacy program geared toward mental health. The community is experiencing an increase in poverty, drug abuse and crime, so they are hoping this program helps those students whose families have fallen victim to any of the above.</p>	<p>Equitable: These new programs will help meet the needs of any student experiencing traumatic events at home or outside of the school building. It takes into consideration unique experiences and conscious decision-making.</p>

Ask participants if they have any questions or additional comments prior to moving forward. You may also use this time to facilitate an open discussion about the takeaways from either of the evaluative activities and how they plan to use these exercises during their term on council.

Say: During our next exercise, we are going to fully engage by getting up from our seats and moving about the room. You will notice that in several corners of the room, there are varying gradients of agreement ranging from strongly agree, agree, disagree, or strongly disagree. Shortly, I am going to project a few quotes on the screen. Once you have carefully read the quote, reposition yourself to the agreement sign that aligns with your personal belief. Project the quotes on the PowerPoint starting at slide 17.

Quotable Quotes

Directions: During this activity the facilitator will project three quotes related to equity. Once you have read the quote, select your gradient of agreement: *strongly agree*, *agree*, *disagree* or *strongly disagree*. Once you have made your selection, locate the corner of the room where the option you choose is posted and stand there. **Please be prepared to defend your selection.**

Read the directions below and have participants complete a silent reading and answer the questions that follow based on their own experiences.

The Metaphor of a Lens

Directions: The excerpt below from “The Lens of Systemic Oppression: Applying a Racial Equity Frame⁴” outlines a short metaphor on what it is like to move beyond the mechanical view of the world when one dares to change his or her perspective. Carefully read the excerpt from the National Equity Project and answer the three questions that follow.

We make dozens of decisions each day that impact those we serve.

As leaders for equity, our primary concern is to interrupt those rules that serve either implicitly or explicitly to perpetuate opportunity gaps for vulnerable students. To



become agents of change who make strategic and courageous decisions, we must learn to run a set of filters, or lenses, that shift our vantage point and uncover what the naked eye cannot see.

The metaphor of a lens describes the possibility of seeing our contexts in

new and revealing ways. If *seeing* leads to believing and *believing* ultimately shapes our actions, then we must expand our ways of seeing to transform troubling outcomes for young people.

No single lens can tell the whole story, but using a strong filter allows us to stand on the balcony and observe the dance floor below (in this case the school or organization) with its complex set of relationships, rules and moves. From this aerial viewpoint, we can think critically about our decisions and increase the predictability that our actions will lead to more equitable outcomes.

⁴ National Equity Project. “The Lens of Systemic Oppression: Applying a Racial Equity Frame.” 2019. <https://nationalequityproject.org/resources/featured-resources/lens-of-systemic-oppression>.

1. What are the specific disparities/inequities you seek to eliminate at your school? What barriers stand in the way of achieving more equitable outcomes?

Answers will vary.

2. What will an equitable outcome look like? How will you know you have made progress? When do you expect to see results? What is your time frame?

Answers will vary.

3. How can you build alliances to move forward equitable practices?

Answers will vary.

Say: One of your greatest challenges as an SBDM council member is implementing equitable practices into your role and work on council. To do this, we must first look at where we stand with equity in our school and assess ourselves. At this given moment and knowing what you do now, how equitable is your school's culture and its practices? Let's find out by taking an assessment. I would like for each of you to make space around yourselves to ensure that no one else has access to your ratings. These are your personal thoughts and opinions and yours alone. The assessment will ask you to rate your school based on several criteria and sometimes our responses may make us feel vulnerable, so it is important that we protect the integrity of the process and allow ourselves opportunity to openly express ourselves free from the wandering eyes of a neighbor. Read the directions below aloud.

Assessment of Your School's Equitable Culture⁵

Now that we know what equity is and why it is an important area of focus, it is crucial that school shareholders look for areas to improve on in their respective schools. Read each statement and indicate your level of agreement in regards to what you notice in the school where your child/children or your students attend.

⁵ Adapted from the National Institute of School Leadership's *Assessment of Your School's Moral and Equitable Culture*.

4 – Strongly Agree, 3 – Moderately Agree, 2 – Moderately Disagree, 1 – Strongly Disagree

IN THIS SCHOOL	LEVEL OF AGREEMENT
There is a clear vision for the school that incorporates equitable purposes.	4—3—2—1
Teachers share beliefs and values about what the central mission of this school should be.	4—3—2—1
An equitable perspective guides decisions and actions of the school leadership.	4—3—2—1
There is a commitment to creating a just, fair, caring and safe learning environment.	4—3—2—1
The right to equitable educational opportunity is provided by all to all students in this school.	4—3—2—1
We make tough decisions that favor what is best for the students.	4—3—2—1
There is a schoolwide sense of community.	4—3—2—1
Students feel safe.	4—3—2—1
Teachers really care about all their students.	4—3—2—1
All students are valued as contributing members of a caring community.	4—3—2—1
We make an effort to reach out to the community in an equitable manner.	4—3—2—1
We foster students' respect for self and others.	4—3—2—1
We celebrate achievement.	4—3—2—1

4 – Strongly Agree, 3 – Moderately Agree, 2 – Moderately Disagree, 1 – Strongly Disagree

IN THIS SCHOOL	LEVEL OF AGREEMENT
Students really care about each other.	4–3–2–1
We have achieved agreement about personal obligations and expectations of others in a manner that fosters equity.	4–3–2–1
We have high expectations for all students and provide them with equitable access to higher-order pedagogies and engaging curricula.	4–3–2–1
Teachers in the school trust and respect each other.	4–3–2–1
We have teachers who work hard to build trusting relationships with families.	4–3–2–1
We avoid “institutionalizing” negative peer groups and homogeneous groupings that have the potential to reinforce negative behavior.	4–3–2–1
We recognize that our teaching philosophies and practices are driven to some degree by our belief systems, so we strive to become equitable educators who work to get the best from all students.	4–3–2–1
There is a schoolwide approach to discipline that reflects just, fair, and caring values.	4–3–2–1
Our approach to discipline combines high levels of behavioral expectations with high levels of support.	4–3–2–1
Teachers consistently enforce rules for students, even for students who are not in their classes.	4–3–2–1
Teachers feel responsible for helping students develop self-control.	4–3–2–1
We consistently engage students in higher-order thinking.	4–3–2–1
We develop students’ commitment and capacities for active citizenship.	4–3–2–1
We weave programs that actively teach problem solving and equitable group interaction into classroom management and school norms.	4–3–2–1
We have a coordinated approach to student social and emotional well-being within the school.	4–3–2–1
We provide a range of broadly based programs focusing on primary prevention.	4–3–2–1
We provide early intervention services for students at risk.	4–3–2–1
Students feel responsible to help each other do their best.	4–3–2–1

Think It Through: Review the areas that you have given the lowest scores. Please narrow your focus to three if you have more than three. What can you do as a council member to help improve this/these at your school?

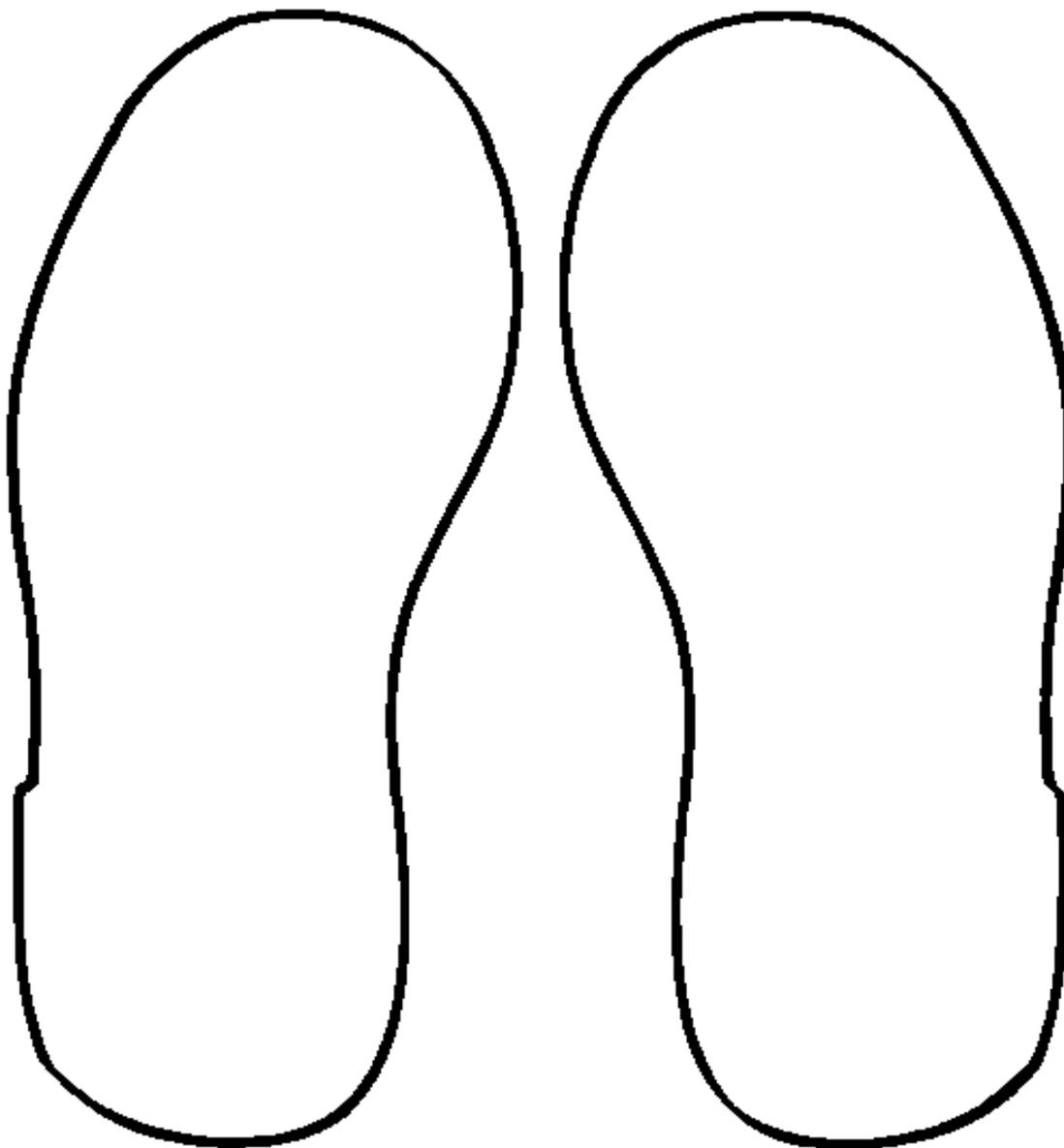
Be sure to allow time for participants to draw conclusions about their ratings and jot those ideas down from the Think It Through activity above.

Say: We began our training with a shoe analogy that was referenced in the YouTube video. We are going to conclude the training with another reference to the shoe analogy and what we can do to walk the equity talk. Have someone read aloud the paragraph below and then allow 10 minutes to complete the reflection.

Final Reflection: Walking the Talk

The adage “walking the talk” compels you to take the first step in truly living what you profess by mouth. How do you intend to walk the talk and ensure your decision-making is guided by equity during your term? Elaborate on the shoe outline below. In your reflection, include ideas on how equitable decision-making will guide you during budgeting, staffing, professional development, consultation, principal selection (where applicable), policy amendments, et cetera.

Answers will vary.



Go to PowerPoint slide 20.

Say: This concludes the required three-hour training for experienced members. You may keep your training module booklet. Thank you for your participation and attention throughout this training. Your commitment to your school's council is invaluable. You will be issued an EILA certificate that signifies you have satisfied the requirements of the experienced member training.

Appendix: Sample Inequitable Policies

Kentucky High School's Discipline and Classroom Management Policy

Purpose:

This policy ensures that standards are established for acceptable student behavior and that Kentucky High School is a safe and secure environment.

Procedures:

Within one week of the first instructional day of school (or within one week of enrollment), students and parents/guardians will receive the "Kentucky School District's Code of Conduct" booklet. Each student is required within one week of receiving the booklet to return the acknowledgement form from the district code of conduct booklet signed by the student and his or her parent or guardian. The administrative team (that is, the principal, assistant principal and guidance counselors) will follow up with students and families whose forms are incomplete or not returned.

The school will develop a school safety plan as required by district policy and state regulations. The school safety plan will be reviewed annually by the school council.

Each classroom should establish specific standards that govern the time students are in the classroom aligned to the standards and overall goals of Kentucky High School. These standards must be posted in a prominent location and must be in print that is legible and easy to see from any place within the classroom. These standards must be taught by the teacher during the first week of school to all classes and reviewed after each break (that is, fall break, winter break/Christmas break and spring break). Other reviews are at the teacher's discretion.

Additional Standards:

Appropriate dress standards: Students attending Kentucky High School must comply with standards in dress, including the following:

- All shirts must cover the shoulders and the midsection of the body when arms are raised.
- All undergarments are to be hidden from view. This includes bra straps, boxer shorts and items visible through opaque clothing.
- All clothing must be free of holes. All clothing and accessories must be free of offensive or suggestive language or graphics.
- Skirts, skorts and dresses must be no shorter than 3 inches above the top of the kneecap. Shorts, both for males and females, must be no shorter than 3 inches above the kneecap.
- Students will not be permitted to wear sweatpants.
- Students must have a neutral or natural hair color. No bright hair color or dye can be used.
- All students must wear white shoes with no logos on them.

Any staff member may refer a student's attire to the assistant principal. The assistant principal must observe the student in question to determine if the attire complies with the dress standards. If appropriate, the assistant principal shall report back to the staff member making

the inquiry with his or her determination. If inappropriate, the assistant principal must remove the student from class and discuss the issue with him or her. The student will then be referred to the guidance counselors for assistance to resolve the issue. Staff members in the Family Resource and Youth Services Center may be asked to assist. If unable to resolve the issue with the student, the guidance counselor must call the parent or guardian to bring the student additional clothing or take him or her home if the violation cannot be easily resolved.

Bullying and harassing: Students at Kentucky High School must respect the rights of others and to interact with them in a civil manner; therefore, students are required to speak and behave in a civil manner toward students, staff members and visitors within the building.

Bullying is a repeated pattern of aggressive behavior that involves an imbalance of power that purposefully inflicts harm on the bullying victim. Bullying assumes a variety of forms, including:

- Direct physical or verbal actions that cause physical or emotional distress;
- Indirect acts of social aggression designed to ruin a victim's personal reputation or social standing; and
- Cyberbullying, the willful and repeated harm inflicted by using computers, cell phones or other electronic devices.

The following actions will not be tolerated at school, on school buses or during school-sponsored events (including athletic events) and must be reported to the principal:

- Strikes, shoves, kicks or other physical contact; attempts or threats to strike, shove, kick or make other physical contact;
- Offensively coarse utterances and/or gestures;
- Following or stalking a person in or about the school;
- Engaging in a course of conduct or repeatedly committing acts which alarm or seriously annoy such other person and which serve no legitimate purpose;
- Damaging or committing a theft of the property of another student;
- Substantially disrupting the operation of the school;
- Creating a hostile environment by means of any gestures, written communications, oral statements or physical acts that a reasonable person under the circumstances should know would cause another student to suffer fear of physical harm, intimidation, humiliation or embarrassment;
- Communicating with a person, anonymously or otherwise, by telephone, email or any form of written communication in a manner which causes annoyance or alarm and serves no purpose of legitimate communication; and
- Communicating in a manner which a reasonable person under the circumstances should know would cause the other student to suffer fear of physical harm, intimidation, humiliation or embarrassment and which serves no purpose of legitimate communication.

Any determined acts of bullying or harassment will be handled appropriately based on the descriptor of offenses in the “Kentucky County District Code of Conduct.”

Evaluation:

School behavior data will be analyzed quarterly during a regular school council meeting. Trends will be examined to determine causes and contributing factors. These trends must include data disaggregated by race, gender, time of day and classroom vs. common areas. This may be assigned to an ad hoc committee at the request of the school council.

Date Adopted: July 18, 2017

Date Reviewed/Revised: July 19, 2018

Date Reviewed/Revised: Aug. 21, 2019

Kentucky High School Schedule Policy

Purpose:

This policy ensures that all students are provided equitable access to all components of the school’s curriculum within the master class schedule.

Procedures:

Length and Number of Class Periods: Kentucky High School will have a six-period day with a half-period for enrichment/intervention activities and a 12-minute homeroom period daily. All students identified for special education services will participate in remedial classes in lieu of standard elective/enrichment courses (art, music, foreign language, agriculture, et cetera).

Total instructional minutes daily must not drop below 360 minutes (six hours). The bell schedule will be as follows:

Time	Class/Activity	Instructional Minutes
7:15-8:00	Breakfast (Early learning - optional)	
8:00-8:57	1st Period	57
8:57-9:00	Transition	
9:00-9:12	Homeroom	
9:12-9:15	Transition	
9:15-10:12	2nd Period	57
10:12-10:15	Transition	
10:15-10:47	Enrichment/Intervention	32
10:47-10:50	Transition	
10:50-12:22	3rd Period <ul style="list-style-type: none"> • Lunch A – 10:50-11:15 • Lunch B – 11:20-11:45 • Lunch C – 11:50-12:15 	62
12:22-12:25	Transition	
12:25-1:12	4th Period	57

Time	Class/Activity	Instructional Minutes
1:12-1:15	Transition	
1:15-2:12	5th Period	57
2:12-2:15	Transition	
2:15-3:10	6th Period	55
3:10-4:30	Afterschool – optional (subjects vary each day)	
Total Instructional Minutes Per Day		377

Protection of Instructional Time: Teachers must begin each period on time and engage students throughout the class period. All schoolwide broadcast announcements except for emergencies must be done during the homeroom period. Activities that reward or punish students will not be conducted during instructional time unless those activities are strongly supported by the curriculum and the instructional programming within the school.

Common Planning and Professional Learning Time: All teachers must be given one period daily for planning and professional learning. Core subject areas (English/language arts, mathematics, the sciences and the social studies) and the career and technical education department will be provided a common planning time. Twice weekly, this common planning time will be for professional learning as determined by the school improvement plan and will be structured with an agenda and minutes. Non-core teachers will participate in professional learning with the department in which it shares the common planning time.

Evaluation:

The school council must review student achievement data annually and adjust the schedule of the day and week to meet the priority needs of students.

Date Adopted: July 13, 2017

Date Reviewed/Revised: July 19, 2018

Date Reviewed/Revised: July 16, 2019

Kentucky High School Extracurricular Policy

Purpose:

This policy ensures that students are provided multiple opportunities to extend learning time based on student interest and abilities.

Procedures:

All extracurricular programs must be based on the following criteria:

- The program must contribute to students becoming a self-sufficient individual exhibiting good character, responsibility and self-discipline, as well as provide supervision that will take into account the student's developmental and emotional needs.
- The program must contribute to student's ability to work as part of a group or team.
- The program must be geared toward student interests and/or abilities.
- The program must be multicultural and enhance or maintain equity in the overall program concept.

All extracurricular programs must fall into one of the following three categories: academic, athletic or service-learning. Each extracurricular activity must be led by an adult coach or sponsor who meets any applicable requirement set in state or federal statute, as well as by the sponsoring or governing organization. The coach or sponsor will be responsible for supervising all students while participating in the activity, including preparation, practice and travel time.

Annually and prior to Oct. 1 of each year, the principal will present a list of extracurricular programs to the school council for discussion and review. The principal will follow district policies and procedures in selecting and evaluating all coaches and/or sponsors for all extracurricular activities.

Student Participation: Students who wish to participate in extracurricular programs must:

- Maintain a "C" average in all courses including core classes and electives.
- Be present for all classes the day of the activity or the day prior if on a weekend or holiday (exemption: school-sponsored off-campus activities, such as college visits).
- Comply with rules and procedures developed by the coach or sponsor for the extracurricular program.
- Meet any additional requirements set by the appropriate sponsoring or governing organization or as established in district board of education policies and procedures.

The principal has the final decision on student participation.

Senior Activities: Activities specific to the senior class include college and university visits, senior trip, Project Graduation and prom. In order to participate in any or all of the senior-specific activities, seniors must comply with the following:

- Be on track (with appropriate class credits) to graduate at the end of the spring semester.
- Have no more than five unexcused absences (based on Infinite Campus and district policy).
- Not have been suspended (in school or out of school) or placed in an alternative program within 30 calendar days of the event.
- Maintain a passing grade in all courses including core classes and electives.
- Be present for all classes the day of the activity or the day prior if on a weekend or holiday.
- Comply with procedures developed by the sponsor for the activity.
- Provide own funding for participation.
- Have no overdue or unpaid fees.
- Have no more than two tardies.

Evaluation:

All extracurricular programs will be evaluated annually for effectiveness, student participation and equity as part of the school improvement planning process.

Date Adopted:	<u>Sept. 21, 2017</u>
Date Reviewed/Revised:	<u>Sept. 19, 2018</u>
Date Reviewed/Revised:	<u>Sept. 10, 2019</u>

Kentucky High School Curriculum Policy

Purpose:

This policy ensures and establishes a process for curriculum development, implementation, evaluation and communication of the school's curriculum.

Procedures:

Kentucky High School defines curriculum as what students are taught and the connections they make to the *real world*. The curriculum defines what students should know and be able to do in all content areas. The curriculum also includes any experiences provided by the school staff that are designed to assist students in valuing learning and developing academically, socially, emotionally and physically. Curriculum includes both what is taught and how it is organized for delivery.

The curriculum includes all core subject areas (English/language arts, mathematics, science and social studies), as well as a variety of elective courses (such as arts and humanities, practical living/career studies, health and physical education and technology). The curriculum must encompass local, state and national standards and be evidence-based. It must be aligned with the *Kentucky Academic Standards*. All students will have equal access to all aspects of the curriculum during the school day.

The curriculum at Kentucky High School will include the following features:

- Fully aligned to all local and state documents;
- Developmentally appropriate;
- Vertically and horizontally aligned;
- Reflect skills and concepts, instructional strategies, assessments and resources;
- Provide real world experiences;
- Integrate career awareness; and
- Integrate problem solving.

The Kentucky High School Council recognizes the stakeholders composing the curriculum committee. These stakeholders are responsible for evaluating and revising the curriculum annually.

The principal of Kentucky High School is responsible for ensuring the implementation of the curriculum. All teachers are responsible for implementing the curriculum with fidelity in all classroom assignments and documenting the curricular topic as part of lesson planning.

The curriculum must be communicated to all stakeholders on an annual basis. Teachers, parents and students, as well as the community at large, will receive information on what students are to know and be able to do. This information will be posted to Kentucky High School's website and linked to all electronic communications.

All staff members will receive appropriate professional development annually on any curricular revisions.

All students are expected to master the curriculum for each core subject area. Where learning deficits occur, parents must assist their child in filling in gaps by working closely with the child beyond the scope of the regular school day. This may include, but is not limited to, spending time reading together each night, studying with the child, practicing math problems, hiring a tutor, et cetera. While wraparound services are not offered before or after school at Kentucky High School, parents may take advantage of those free services available at Commonwealth Community College on the third Saturday of each month.

Evaluation:

The Kentucky High School Council will monitor the implementation of the curriculum through a series of checkpoints during regular school council meetings. The curriculum committee will annually present a curricular update during the spring prior to state assessment.

Date Adopted: Nov. 15, 201

Date Reviewed/Revised: Nov. 16, 2018

Date Reviewed/Revised: Nov. 7, 2019