

**LISLE COMMUNITY UNIT SCHOOL DISTRICT 202  
LISLE ELEMENTARY SCHOOL  
CONFERENCE ROOM 1  
5801 WESTVIEW LANE  
LISLE, ILLINOIS 60532  
Educational Excellence and Equity Committee  
April 20, 2022  
11:00 AM**

1. Call to Order and Roll Call
2. Public Comment
3. Committee Meeting Minutes 2
4. Follow-up Responses: Equity Related Board Policy for Review
5. Resource Material from the April 6, 2022, IASB DuPage Division Meeting 5
6. Review and Update E3 Committee Work Plan
7. Agenda Topics for Future E3 Committee Meetings
8. Adjournment

**LISLE COMMUNITY UNIT SCHOOL DISTRICT NO. 202  
EDUCATION EQUITY AND EXCELLENCE (E3)  
COMMITTEE MEETING MINUTES  
November 17, 2021**

**DRAFT for approval at the next E3 Committee Meeting**

Record of Minutes of the Education Equity and Excellence (E3) Committee Meeting of the Board of Education of Lisle Community Unit School District 202, DuPage County Illinois, which was held in the conference room of Lisle Elementary School, 5801 Westview Lisle, Illinois, on November 17, 2021.

The meeting was called to order at 11:17 a.m. by Chairperson Ahlmann.

Present: Pam Ahlmann  
Lisa Kiener-Barnett  
Daniel Helderle

Absent: None

Also Present: Greg Nagler, Board Member  
Dr. Keith Filipiak, Superintendent  
Dr. Linda Kotalik, Assistant Superintendent

**Public Comment**

- There was no public comment.

**Selection of Committee Chairperson**

Ms. Kiener-Barnett nominated Ms. Ahlmann; Mr. Helderle seconded. No other nominations were recommended. Ms. Ahlmann agreed to serve as the E3 Committee Chairperson.

**Approval of February 16, 2021 Meeting Minutes**

The minutes from the February 16th, 2021, E3 Committee meeting were reviewed and agreed upon.

**Information Discussed at the February 16, 2021 Meeting**

- The Committee reviewed the “Next Steps” identified during the February 16, 2021 IASB *Equity: An Educational Imperative* workshop, and summarized in the February 19, 2021 letter from IASB.
- The E3 Committee will continue to review Board Policies with an “equity lens”.
- Ms. Ahlmann referenced November/December 2021 ISBE Journal articles regarding educator shortages and recruitment challenges.
- Ms. Kiener-Barnett described her participation on the District Diversity Advisory Committee nearly 20 years ago. Ms. Kiener-Barnett indicated that the Committee was

formed during the initial phases of diversity discussions. One resulting initiative was the BeCause Club at the JH.

- Dr. Filipiak reiterated his commitment to discussions about defining success and what makes a successful student.
- Ms. Ahlmann indicated that our IASB representative will likely discuss the status of the equity goals at the next IASB workshop.
- Ms. Ahlmann referenced several September/October 2020 IASB Journal *Perspectives on Equity* articles highlighting Board responsibilities and other districts' initiatives in support of every child having an equal/fair chance for success. Resources were mentioned including: Equity (LFE) micro-credentials developed by the ROE; understanding success initiatives in Schaumburg District 54; and Equity Team efforts in Downers Grove District 99.

**Followup:**

- Dr. Filipiak will reach out to other districts to get information on their experiences with audits and other equity efforts, as well as their recruitment of a diverse pool of candidates that reflects the student population in the schools.
- Dr. Filipiak will also contact D203 to understand the role of their Executive Director - Diversity and Inclusion, their Diversity Advisory Committee, and efforts undertaken in their district.
- Ms. Kiener-Barnett again suggested reading the books, "White Fragility" and "How To Be An Antiracist".

### **District Equity Belief Statement**

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The Committee members reviewed the District Equity Belief statement. No changes were suggested.

### **Committee Objective and Goal**

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The Committee reviewed the E3 Committee objectives and goals. No changes were suggested.

### **Committee Work Plan for 2020-2021 School Year**

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Members reviewed the status of the Committee Work Plan for 2020-2021.

- Review of Board Policies with an "equity lens" will continue.
- The District Equity statement has been included in District Beliefs and Board Policy 1:30.
- Discussion of September/October 2020 IASB Journal articles will continue at the next meeting.
- The in-District IASB Workshop was held on February 16, 2021.

### **October 15, 2021 Law Conference Materials**

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- The committee discussed material from the October 15, 2021 Law Conference.

**Followup:**

Dr. Filipiak will provide additional information on:

- Illinois' Mandatory Units of Instruction time and
- Illinois Mandatory Staff Development and training

- Dr. Filipiak indicated there is an audit every 5 years that would cover points A. through H. under the Illinois' Mandatory Units of Instruction.

## **Equity Related Board Policies for Review**

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The Committee reviewed the following Board Policies:

- Policy 6:60 Curriculum Content
  - **Followup:**
    - Committee asked Dr. Filipiak to provide an overview of our three schools for the instruction required in this policy, including educating students about behaviors that violate policy 7:180, as stated in #6, and curriculum included in #14.
- Policy 6:65 Student Social and Emotional Development
- Policy 6:80 Teaching About Controversial Issues
  - **Followup:**
    - Dr. Filipiak will provide current information on the review process for school-sponsored presentations.
- Policy 6:210 Instructional Materials - including the requirements cited in #1 - #5 to provide quality learning experiences
- Policy 6:260 Complaints About Curriculum, Instructional Materials, and Programs
- Policy 7:180 Prevention of and Response to Bullying, Intimidation, and Harassment.  
Dr. Filipiak indicated that the preferred progressive discipline approach includes restorative measures.
  - **Followup:**
    - Dr. Filipiak will confirm the names listed as Complaint Managers.
    - Dr. Filipiak will report back to the committee with additional information on the "Bullying Prevention and Response Plan"; and an update on the distribution, communication and assessment of the Plan.

## **Agenda Topics for Future Meetings**

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Future agenda items

- Continue discussion of Board Policy 7:180
- Continue discussion of the **Followup** information requested.
- Continue discussion of the September/October 2020 IASB Journal Equity articles and November/December 2021 IASB Journal Illinois teacher shortage articles cited.
- Discuss hiring and recruiting initiatives.
- Discuss possible ways to include staff participation on the E3 Committee.

## **Adjournment**

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Meeting was adjourned at 1:28 p.m.



# Joliet Public Schools District 86 Equity Blueprint for Action



Dr. Theresa Rouse, Superintendent

Dr. Tanisha Cannon, Chief Equity Officer



- Our Journey
- Equity Blueprint for Action
- Actions within each Core Priority
- Next Steps

## The Journey (2017-2022)



### BEGINS WITH LEADERSHIP

Board Workshop

Board Commitment

Strategic Goals

Adoption of Equity Blueprint for Action





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## Mission & Vision

### *Mission Statement*

To persevere in providing an equitable and rigorous foundation for students to succeed

### *Vision Statement*

In partnership with the community, Joliet Public Schools District 86 is committed to continuously improving our educational system by recognizing, respecting, valuing, and responding to the diverse needs of all.



# Definition of Terms



**EQUITY:** Providing all students with the individual support needed to reach and exceed common standards in collaboration with strong community partnerships that recognize, respect, and respond to the diverse needs of all stakeholders. *(This definition of Equity was established by the Board of School Inspectors of Joliet Public Schools District 86 on January 18, 2018.)*

**CULTURAL PROFICIENCY:** Are the values, beliefs, behaviors, policies, and practices that enable an individual and an organization to interact effectively in a culturally diverse environment. It is holding esteem for cultures similar and different than one's own and knowing how to learn about cultures.

**DIVERSITY:** The presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status.

**INCLUSIVE EDUCATION:** Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honored and all individuals are respected.

**IMPLICIT BIAS:** Is any unconsciously-held set of associations about a social group which can result in the attribution of particular qualities to all individuals from that group, also known as [stereotyping](#). Implicit biases are the product of learned associations and social conditioning, most often individuals are unaware that they hold them.

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## Our Why

Equitable outcomes for ALL students

Address achievement gaps

Address disparities in discipline

Students feel included in their school community

Students feel pride in who they are as individuals

ALL students believe in their potential and be supported





# Equity Blueprint for Action Core Priorities

- School and Classroom Practices
- Leadership, Governance and Human Resources Practices
- Data Collection, Integration and Reporting
- Organizational Culture Change



# School & Classroom Practices

## School Cultural Proficiency Action Plans

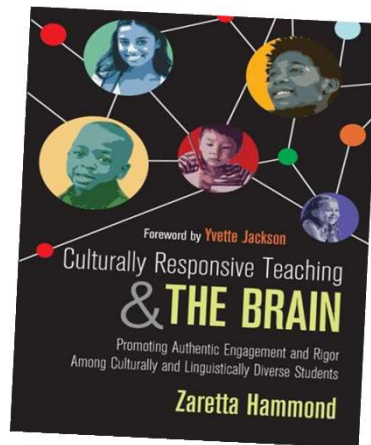


<p><b>Assessing Culture Claiming the Differences</b></p> <p><b>Year One</b></p>	<p><b>Valuing Diversity Naming the Differences</b></p> <p><b>Year One</b></p>	<p><b>Managing the Dynamics of Differences</b></p> <p><b>Reframing the differences caused by differences</b></p> <p><b>Year Two</b></p>	<p><b>Institutionalize Cultural Knowledge Learning about the Differences</b></p> <p><b>Year Three</b></p>
<p>What cultures are represented at our schools?</p> <p>What do we want to know about the cultures we serve?</p>	<p>What is our collective understanding of cultural proficiency?</p> <p>How will we articulate and implement a culturally proficient vision that is inclusive of the cultures we serve?</p>	<p>What gaps in equity exist for each cultural group we serve?</p> <p>What school wide strategies will we develop and model with staff related to instruction that are inclusive and intentional to support the cultures we serve?</p> <p>What instructional practices will we develop and model with staff related to instruction that are inclusive and intentional to support the cultures we serve?</p>	<p>What skills do we need to build a culturally proficient school?</p> <p>What will we do to build capacity for culturally proficient inquiry?</p>

# School and Classroom Practices

Equity Champions

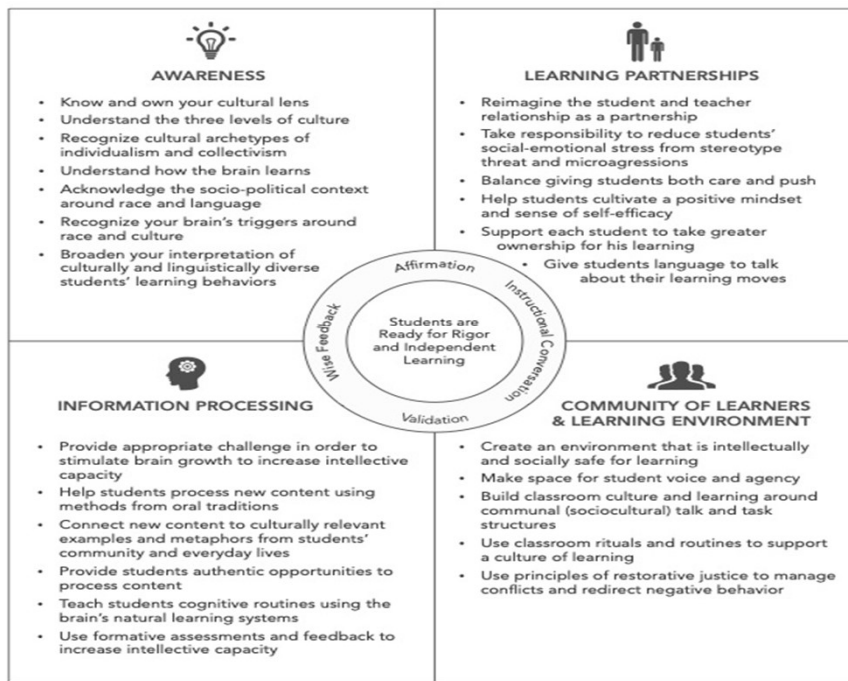
- Culturally Responsive Teaching and the Brain



# School & Classroom Practices cont.



## READY for RIGOR A Framework for Culturally Responsive Teaching



## School & Classroom Practices cont.

- ❖ **Supports and resources for LGBTQ+ students**
  - Professional development for administrators and staff
  - Individual plans to support individual student needs
  - School clubs to celebrate differences and diversity
  
- ❖ **No Place for Hate Campaigns**
  - Anti-Defamation League

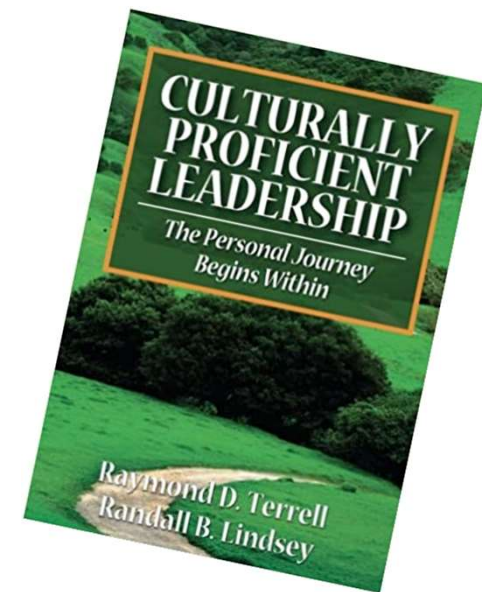


# Leadership, Governance & Human Resources

## Personal Reflection

### Board of Inspectors and Leadership Team

- Gaps - Equity, Opportunity, Achievement
- Inside-Out Process
- Guiding Principles of Cultural Proficiency
- Cultural Proficiency Continuum



# Leadership, Governance & Human Resources



## District Equity & Diversity Advisory Committee

Diverse representation of certified, non certified, administration, and community members

The Equity and Diversity Advisory Committee focus on the following:

- Promotion of inclusion and equity for all within our schools by examining issues of institutional equity and advising district staff on responses to incidents of bias and harassment
- Review and analyze student performance, program participation and behavior data in order to form policy and/or procedural recommendations
- Development and oversight of implementation of the district's Equity Blueprint Plan
- Support of Human Resources' efforts and focus on hiring and retaining a more diverse workforce

# Leadership, Governance & Human Resources Practices cont.




## Diversity Recruiting/Hiring Committee & Staff Retention Committee

**Goal:** Strengthen and align staff recruitment, selection and retention practices with the District's Equity and Cultural Proficiency goal.

- Recruitment - Short term & long term strategies
- Interview process and questions
- Retention
- Support for new staff

# Data Collection, Integration and Reporting

## School Improvement Plan Data Analysis



### Student Group *(highlight all that apply)*

All students  
Economically disadvantaged students  
English Learners  
Former English Learners  
Children with disabilities

### Racial and Ethnic Groups *(highlight all that apply)*

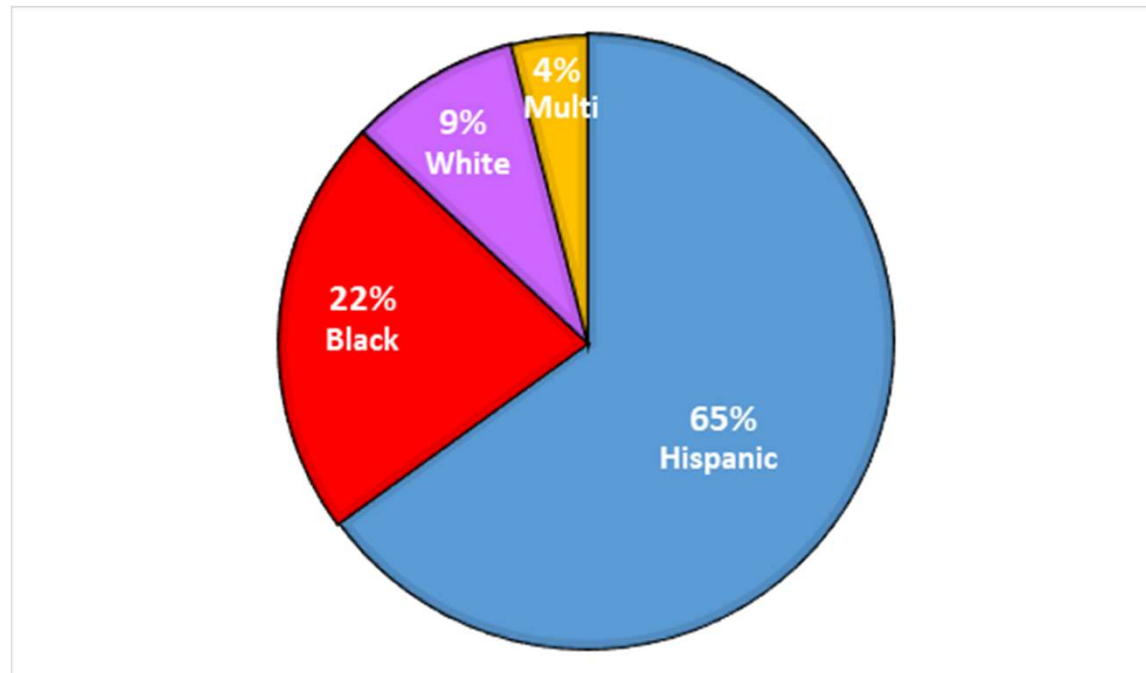
American Indian or Alaska Native  
Asian  
Black or African American  
Hispanic or Latino  
Two or More Races  
White

**Describe your school's findings from analysis of the core academic and school quality indicators. Include in your description: 1) the performance of student groups, 2) identification of opportunity and achievement gaps related to these student groups, 3) potential reasons for your school's current status, and 4) highest priority of concern based on the school's analysis of data. Additionally, please upload the data/evidence to support your findings specific to student groups using the link below.**

*\* Be prepared to upload data as evidence as separate documents*

## Data Collection, Integration and Reporting cont.

Student Demographics

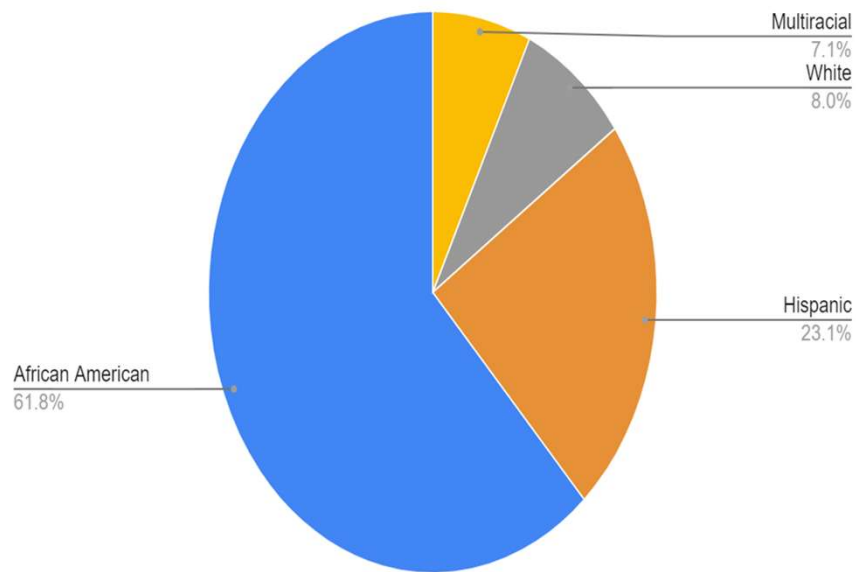


# Data Collection, Integration and Reporting cont.

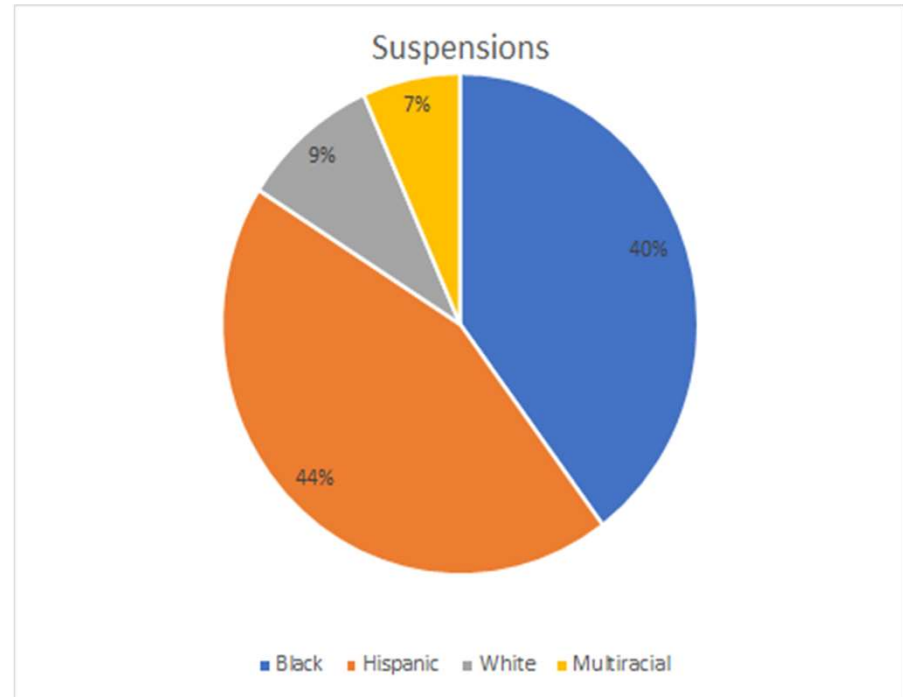


2018-2019

Suspensions



2021-2022

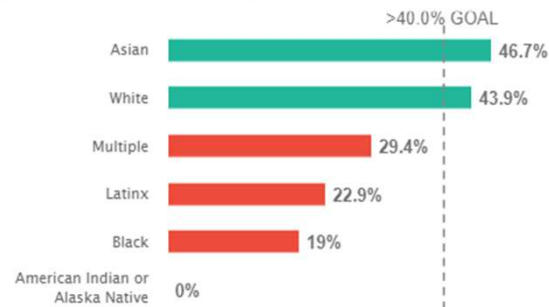


# Data Collection, Integration and Reporting cont.

Star Reading Proficiency Rate (District Benchmark)  
Fall Benchmark 2021-2022

24.2%  
District Overall

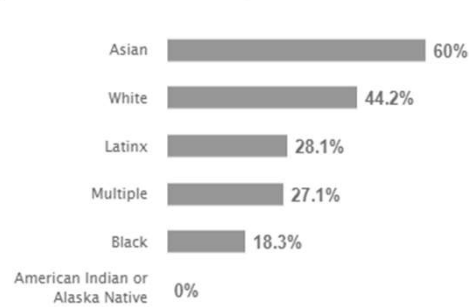
Primary Ethnicity



Star Math Proficiency Rate (District Benchmark)  
Fall Benchmark 2021-2022

27.5%  
District Overall

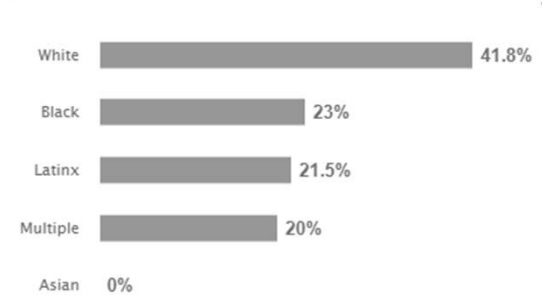
Primary Ethnicity



Star Early Literacy Proficiency Rate (District Benchmark)  
Fall Benchmark 2021-2022

23.7%  
District Overall

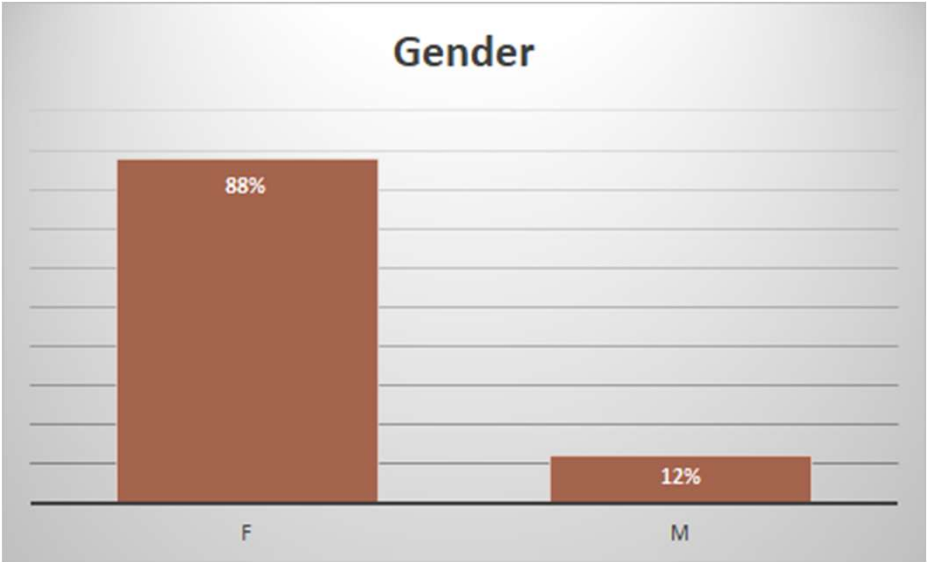
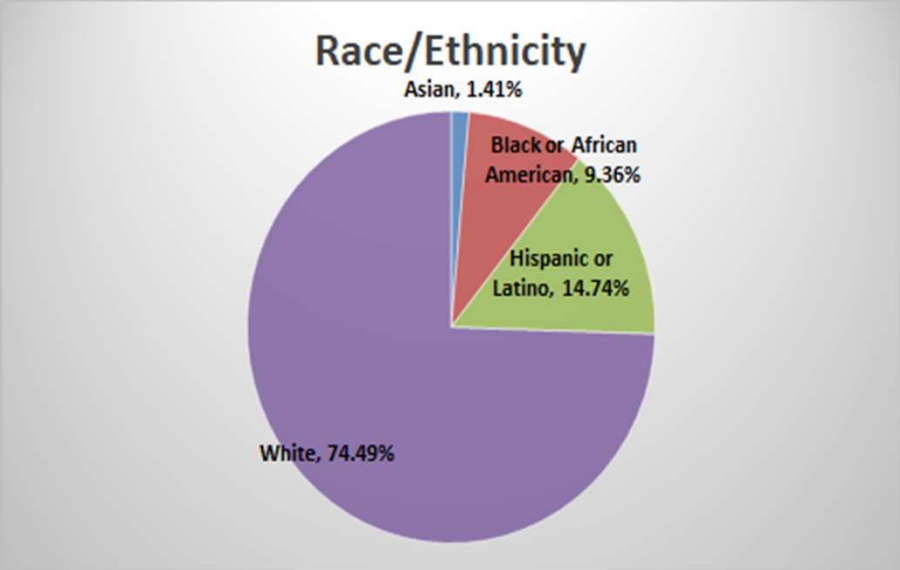
Primary Ethnicity



# Data Collection, Integration and Reporting



Certified Staff Demographic Data



# Organizational Culture Change

## Equity Walks - Focus on Student Representation



# Organizational Culture Change

## Professional Development

Certified & Non-certified staff

New teacher orientation

Substitute teachers

## Sessions Offered

Exploring the Impact of Implicit Bias

Lexicon of a Culturally Proficient School

Social Constructs of Self, Bystander and Upstander

Creating an Inclusive Learning Environment

Affirming and Supporting LGBTQ+ Students

Annual Equity Symposium



# Organizational Culture Change



- ❖ Hanover Research Equity and Inclusion Diagnostic Survey
- ❖ Survey measured the following areas:
  - Overall perception & priorities
  - School & Academic Environment
  - Teaching & Instruction
  - Student Support & Resources
  - Grading
  - Social Environment
  - Discipline & Safety
  - Staff Perceptions
  - Engagement & Outreach

# Overview of Results



## Aggregate Findings

- Most respondents feel that the district supports people from diverse backgrounds, but the least perceived support is for different gender identities or expressions.
- 71% of parents agreed staff diversity should be a priority
- In the past week (prior to taking the survey), less than half of respondents noted that they spent time learning about people from different backgrounds, working on projects with students from different backgrounds, or thinking about events from another person's point of view.
- 95% of students agreed that they use books, stories, or lesson materials from many different perspectives
- Close to 80% of parents and staff agree that we should engage students in meaningful conversations about diversity.
- Perceptions of student-staff relationships and student-student relationships are generally positive. However, only three-fourths of respondents agree that adults understand students' experiences and backgrounds.
- 69% respondents agreed that we provide enough professional development on equity related topics and the use of asset based (vs. deficit-based) language.
- 89% of students agree that their family is involved in their education.

# Success & Challenges



## Success

Decrease in suspensions for African American students

Increase in our Early Literacy outcomes

Use of common language

## Challenges

Making it “stick”

Mindset shifts

Recruiting diverse staff



## Next Steps

Expand our Equity Champions

Expand Professional Development Offerings

Restorative Practices

Student Equity Ambassadors

Continue to Connect the Dots

Improving hiring practices (Training in anti bias hiring)

Further data monitoring and accountability aligned to a new Strategic Plan





Our actions should ALWAYS communicate:

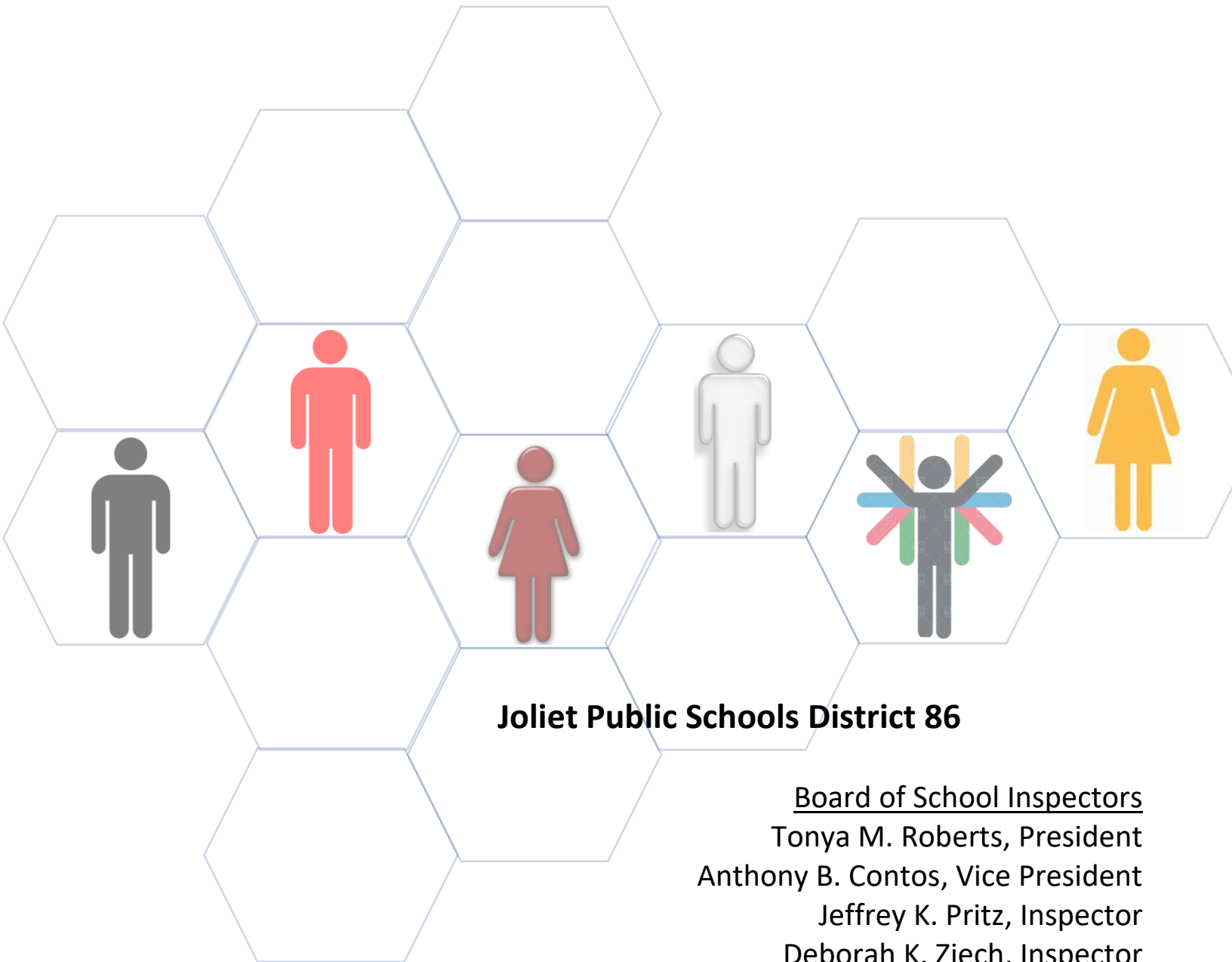
- Each child's success matters to me
- Each child's success matters to our school
- Each child's success matters to our district
- Each child's success matters to our community
- Each child's success matters



**THANK YOU**

# Equity Blueprint for Action

Adopted June 12, 2019



## Joliet Public Schools District 86

### Board of School Inspectors

Tonya M. Roberts, President  
Anthony B. Contos, Vice President  
Jeffrey K. Pritz, Inspector  
Deborah K. Ziech, Inspector  
Gwendolyn R. Ulmer, Inspector  
Erick Deshaun Dorris, Inspector  
R. Emil Standfield, Inspector

Dr. Theresa R. Rouse, Superintendent

## Education Equity Blueprint for Action Joliet Public Schools District 86

*“The achievement gap will be closed when the equity gap is closed. Closing the gap is important work requiring system leadership to set clear direction, ensure the engagement of all stakeholders, establish clear and measurable goals, implementation plans and expectations. All of which are a part of the accountability measures that ensure Equity and Inclusive education demonstrate evidence of impact.”*

Daniel R. Moirao, Ed.D.

The Board of Inspectors of Joliet Public Schools District 86 believes and is committed to all students deserving and having every opportunity to reach their full potential and succeed personally and academically. To accomplish that goal, students will have access to rich learning experiences that provide a strong foundation of confidence that continues throughout their lives. District 86 schools will be safe and welcoming havens where all students have the tools they need to achieve success, including skills to be socio-emotionally able to follow their chosen pathways in life after graduation including work, college, apprenticeship or university.

The Board further believes that ensuring equity is essential for improving student achievement and promoting student and staff well-being. This is why Joliet Public Schools District 86’s Equity Action Plan is critical to the future of the students we serve.

The District 86 Education Equity Plan is intended to be a clear and robust blueprint that outlines how individual schools and communities within the school district will identify and eliminate persistent inequities in the educational system. As a community of learners, with our renewed focus on achievement and well-being, Joliet’s publicly funded educational system will be fairer and more inclusive for all students, educators and staff regardless of ethnicity, religion, age, sexual orientation or identity, size, gender or any other factor related to individual identity.

# Equity Blueprint for Action

To guide the implementation of these opportunities the Joliet Board of Inspectors have developed the following Vision and Mission statements:

## **Vision Statement**

*In partnership with the community, Joliet Public Schools District 86 is committed to continuously improving our educational system by recognizing, respecting, valuing, and responding to the diverse needs of all.*

## **Mission Statement**

*To persevere in providing an equitable and rigorous foundation for students to succeed.*

With students as the center of our focus, the following four foundational pillars form the basis for improvement efforts in important areas of the district's operations:

**A Culturally Responsive Organization:** Our diversity is a strength and an asset. We are committed to equity, excellent service for all, and continuous improvement.

**Equitable Access to Rigorous, Standards-Based Instruction:** High-quality instruction for all students.

**Results Focused Professional Learning and Collaboration:** Investing in our staff so they continuously fine-tune their craft and grow in their profession.

**Strong Partnerships with Families and Community:** Schools cannot do it alone. We are better when students, families, community, and educators work hand-in-hand.

To bring these pillars to actions, the following strategic goals are intended to direct the development of school site equity plans:

## **Strategic Goals**

**Cultural Proficiency:** All District 86 Members will engage in training and support in the development and implementation of an equity framework supporting the increase of cultural proficiency to ensure all students are successful.

**Early Literacy:** All District 86 Primary Students will be provided with the instruction and support needed to achieve academic success of at least 90% mastery of grade level targets.

# Equity Blueprint for Action

**Mastery by Grade Three:** All District 86 Students will be provided the necessary instruction, support, and enrichment to ensure at least 95% of students are at mastery of grade level content by the end of the school year.

**Mastery by Grade Eight:** All District 86 Students will be provided the necessary instruction, support, and enrichment to ensure at least 95% of students are at mastery of grade level content by the end of the school year in preparation for success in high school.

**Digital Citizenship:** All District 86 Staff and Students will be provided the necessary instruction, support, and enrichment to increase their knowledge and skills in the utilization of digital tools and resources.

While important in and of itself, equity is also necessary to realizing all other elements of our renewed vision, mission and goals from achieving excellence, to promoting well-being, and enhancing public confidence in our educational system. The District 86 Education Equity Blueprint for Action is the district's roadmap to identifying and eliminating discriminatory practices, systemic barriers, and biases from schools and classrooms to support the potential of all students to succeed. This means working together with students, parents, educators, principals, board members, and community leaders to bring the blueprint to life. As a public-school system, we will create a learning environment that inspires every child and student to reach their full potential and to become personally successful, economically productive and actively engaged citizens.

While many indicators of success for students have improved over the last few years and the professional staff have recognized intentionality for success, these improvements have not provided for equitable outcomes for all students. Not only do persistent achievement gaps continue to exist, but even academically successful students do not always feel included in their school community or proud of who they are as individuals. The results can have long-term negative impacts in other areas, such as health, well-being, economic self-sufficiency and participation in society. The consequences are wide-ranging, affect individual families and communities, and can be seen across generations.

Joliet Schools are to be places where students not only learn about diversity but also experience it. Students should see themselves and their classmates reflected in their studies. Students and families should expect their interactions with their school community to leave

them feeling accepted for who they are. All students should believe in their potential and know that they will be supported along the way from Pre-Kindergarten to Grade 8 and beyond, no matter what pathway they choose. The vision of equity and inclusion for all must be extended to our teachers, principals, and education workers who, together, anchor the broader school community.

*“Inclusive education is central to the achievement of high-quality education for all learners and the development of more inclusive societies. Inclusion is still thought of in some countries as an approach to serving children with disabilities within general educational settings. Internationally, however, it is increasingly seen more broadly as a reform that supports and welcomes diversity amongst all learners.”*  
UNESCO, 2008, p. 5

As a result, there are three core priorities:

1. High levels of student achievement amongst all subgroups,
2. Reduced gaps in student achievement, and
3. Increased public confidence in publicly funded education.

The core priorities will be addressed through:

1. School and Classroom Practices,
2. Leadership, Governance and Human Resource Practices,
3. Data Collection, Integration and Reporting, and
4. Organizational Culture Change.

### ***School and Classroom Practices***

A key aspect of removing systemic barriers is to ensure that school and classroom practices reflect and respond to the diversity of students and staff.

Existing structures, policies, programs and practice may unintentionally disadvantage certain student populations including: racialized students, students experiencing poverty, indigenous students, newcomers, students who identify with genders similar or other than their own, youth in foster care, homeless, religious minorities, students with disabilities and students with special education needs. The goal of Joliet Public Schools District 86 is to identify and remove existing systemic barriers and guard against such barriers when new policies and programs are developed.

Students must also experience teaching and learning that is reflective of their needs and of their identity. In order to ensure that all students feel safe, accepted and inspired to succeed, schools and classrooms must be responsive to culture broadly defined. Culturally responsive pedagogy recognizes that all students learn in ways that are connected to background, language, family structure and social or cultural identity. It goes beyond recognizing uniqueness to intentionally nurturing it in order to create and facilitate effective conditions for learning. School and classroom practices must be reflective of, and responsive to, the diversity of students and staff.

It is also an essential need to take a critical look at student discipline because racialized students, students with disabilities, and students with special education needs are overrepresented in the data on suspensions and expulsions. It is expected that administration and staff will work together with students, parents and educational partners, to develop interventions, preventive approaches and programs to address this issue and assess the results of these efforts to institute best practices throughout the district.

### ***Leadership, Governance and Human Resource Practices***

Leadership plays a critical role in shaping the environment for both student and staff in the educational system. The diversity of the students in the school district is to be reflected in the diversity of their educational service providers, teachers, school and system leaders. Strengthening diversity, in leadership and in the classroom, helps not only to promote a sense of belonging among students, but also helps to bolster innovation and creativity in the school environment.

To create safe, inclusive and engaging learning and work environments, educational leaders must be committed to equity and inclusion for all students and to upholding and promoting human rights. A necessary and foundational step to creating such learning and work environments is to ensure accountability at all levels for equity, inclusion, and human rights.

## ***Data Collection, Integration and Reporting***

A critical step on the road to ensuring equity is to gain a clear understanding of who our students are and of their school experience. Enhanced data collection and outcome measurement will support evidence-based decision making at the local level. Data gathering will be tailored to meet the needs of the school community.

A consistent process for collecting, analyzing and publicly reporting on disaggregated identity-based data will be implemented. This analysis will help change recruitment, hiring, promotion and professional development strategies. How this data is used and mobilized to close equity gaps will vary across the district. However, a consistent approach to collecting and analyzing data will help the entire district identify where systemic barriers exist and will help determine how to eliminate discriminatory biases in order to support equity, student achievement and well-being through training and targeted programs and supports.

## ***Organizational Culture Change***

By applying an equity lens to the internal structures, policies, programs, and practice, we will work to ensure an authentic and vibrant organizational culture. The shift in culture will be a model of diversity, equity, inclusion, and commitment to upholding and promoting human rights.

The removal of systemic barriers calls for a systemic culture change driven by our core values and respect for principles of equity and inclusion. An equitable and inclusive educational system is a necessary condition to enable all students to feel included, respected and able to succeed.

Applying an equity, inclusion and human rights perspective to internal organizational structures, policies, programs and practices will help identify, model, and frame discussions

about the work to support an inclusive and diverse educational sector. This blueprint will facilitate the organizational change and support the shift in culture.

## **Blueprint to Action**

As a result of this Blueprint, each school site will develop its own action plan to bring these ideas and goals to action. The action plan is based on the Equity Framework and loosely based on the work of Curtis Linton and Bonnie M. Davis in their publication, “Equity 101: Culture.” The ultimate goal is to have schools and a school district that are culturally proficient.

*“Educational Equity occurs when educators provide all students with the individual support they need to reach and exceed a common standard. When equity occurs, each and every student receives individualized teaching and focused support based on the student’s own readiness level and learning needs.”*

Linton and Davis (pg. 19)

## **Equity Framework**

Creating an equitable academic culture is both complex and delicate as personal beliefs, biases, and understandings are examined to insure an inclusive, equitable education for all students and the community served. The realization of an inclusive and equitable academic culture requires the successful confluence of many factors: the personal optimism and belief in students embraced by the educators and service providers; the standard of excellence held by the academic institution; and the professional skills exhibited daily by the adults who serve students, by adults to adults and students to adults. Creating this equitable culture requires the deliberate execution of a positive learning environment coupled with the cultural competency of all members of the community and most especially that of the educators.

To effect academic success for all students, equitable *culture* sets the stage for engagement and learning while working in trifecta with focused instructional *leadership* and effective teaching *practice (teaching and learning)*. Combined together, equitable leadership,

culture, and practice (teaching and learning) can create a powerful school environment focused on high achievement for all students. (Linton, pg. 18).

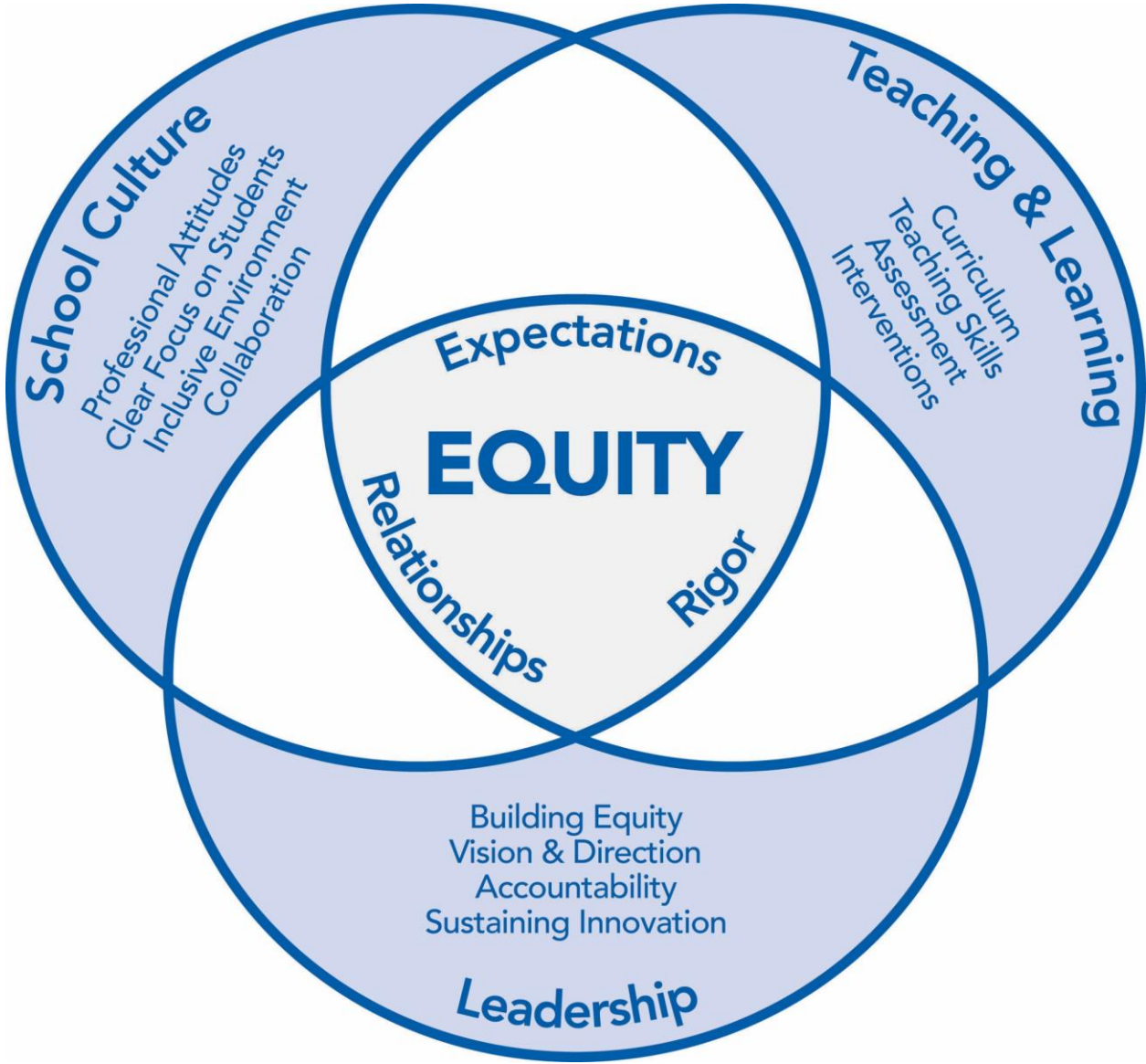
The basis for the Equity Framework is four common characteristics of equity:

- *expectations,*
- *rigor (vigor),*
- *relevancy; and*
- *relationships.*

As equity characteristics they encircle equity, symbolizing that without these four present for *all* students, no matter their diversity, other school improvement efforts may struggle to succeed. These four characteristics are key to accomplishing equity – and all define the impact a school’s equitable culture will have on students.

- *Expectations* set the bar for high achievement.
- *Rigor* provides the skills and learning the student needs to succeed.
- *Relevancy* directs the teacher in providing instruction and curriculum that relates to and connects with the learner.
- *Relationships* help the student believe the teacher’s high expectations, engage with the rigorous (vigorous) curriculum, and respond to the relevancy of learning.

When these four primary elements are found in an equitable, inclusive, and culturally competent school culture, then the adults and the students feel socially accepted and valued. Addressing school culture focuses on creating spaces where every individual’s voice is valued and respected and the collective team of staff, students, and families work together toward a common vision.



## **School Culture:**

### **Personal Strategies**

- What does it mean to be of color in this society?
- Analyze one's self in terms of diversity that surrounds me as a professional.

### **Institutional Strategies**

- Create a collaborative environment where all voices are valued and supported.
- Develop institutionalized safety and respect for all our differences.

### **Professional Strategies**

- Engage in regular conversations with people different from myself in order to build understanding.
- Represent diversity in all our work.

## **Teaching and Learning**

### **Personal Strategies**

- Challenge privileges provided to some but not others.
- Minimize myths of the dominant culture.

### **Institutional Strategies**

- Incorporate standards and practices that value diversity.
- Support development of excellence throughout the organization.

### **Professional Strategies**

- Differentiate support based upon needs and talents of people throughout the organization.
- Measure the impact of equity efforts as diligently as other data analysis.

## Leadership

### Personal Strategies

- Engage with mentors and allies to guide my work toward equity.
- Study the work and writings of educators and other leaders who have worked to build equity in education and society.

### Institutional Strategies

- Lead in equitizing the work environment for all staff.
- Diversify the workforce and provide opportunities for growth and success.

### Professional Strategies

- Align all professional efforts so that they support the building of equity in our schools.
- Engage all opportunities that provide a forum to disseminate equity principles.

Each plan will address the Essential Elements of a Culturally Proficient community.

<b>Essential Elements</b>
<p><b>Assessing Culture</b> <i>Naming the Differences</i> Guiding questions:</p> <ul style="list-style-type: none"><li>• What are the unwritten rules in your school?</li><li>• How do you describe your own culture?</li><li>• How does your school provide for a variety of learning styles?</li></ul>
<p><b>Valuing Diversity</b> <i>Claiming the Differences</i> Guiding questions:</p> <ul style="list-style-type: none"><li>• How would you describe the diversity in your current professional setting?</li><li>• How do you react to the term <i>valuing diversity</i>?</li><li>• How do you and your colleagues frame conversations about the learners?</li></ul>
<p><b>Managing the Dynamics of Difference</b> <i>Reframing the Differences</i> Guiding questions:</p> <ul style="list-style-type: none"><li>• How do you handle conflict in the classroom?</li><li>• What skills do you possess to handle conflict?</li><li>• Describe situations of cross-cultural conflict that may be based on historic distrust.</li></ul>
<p><b>Adapting to Diversity</b> <i>Changing for the Differences</i> Guiding questions:</p> <ul style="list-style-type: none"><li>• How have you recently adapted to the needs of a new member?</li><li>• How has your organization recently adapted to the needs of new members?</li><li>• Describe examples of inclusive language and of inclusive materials.</li><li>• How do you teach your clients about the organization's need to adapt to cultures?</li></ul>
<p><b>Institutionalizing Cultural Knowledge</b> <i>Training About Differences</i> Guiding questions:</p> <ul style="list-style-type: none"><li>• What do you currently know about the cultural groups in your organization and among your clients?</li><li>• What more would you like to know about those cultures?</li><li>• How do you and your colleagues learn about these cultural groups?</li></ul>

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## DEFINITION OF TERMS

**CULTURAL PROFICIENCY:** Are the values, beliefs, behaviors, policies, and practices that enable an individual and an organization to interact effectively in a culturally diverse environment. It is holding esteem for cultures similar and different than one's own and knowing how to learn about cultures.

**CULTURALLY PROFICIENT SCHOOL:** Is a school that embraces its diversity through the five essential elements of cultural proficiency opening doors to all of its students, closing doors on tokenism, suppression and oppression of the non-dominant culture while confidently delivering programs and services to maximize opportunities for all students.

**DIVERSITY:** The presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status.

**DOMINANT CULTURE:** Is the established and most accepted group sharing a common language, religion, behavior, values, rituals, and/or social customs. These traits are often the norm for the organization, community and/or society as a whole. The dominant culture is usually, but not always, in the majority and achieves its dominance by controlling social institutions such as communication, educational institutions, artistic expression, law, political processes, and business.

**EQUITY:** Providing all students with the individual support needed to reach and exceed common standards in collaboration with strong community partnerships that recognize, respect, and respond to the diverse needs of all stakeholders. *(This definition of Equity was established by the Board of School Inspectors of Joliet Public Schools District 86 on January 18, 2018.)*

**IMPLICIT BIAS:** Is any unconsciously-held set of associations about a social group which can result in the attribution of particular qualities to all individuals from that group, also known as stereotyping. Implicit biases are the product of learned associations and social conditioning, most often individuals are unaware that they hold them.

**INCLUSIVE EDUCATION:** Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honored and all individuals are respected.

**INSTITUTIONALIZE SAFETY AND RESPECT:** An organization or setting where respect implies a courteous, decorous, civil, or deferential attitude where individuals and groups feel the experience of *being taken seriously*. Respectful schools are, by definition, democratically informed learning environments where people feel safe, supported, engaged, and helpfully challenged.

**PRIVILEGES:** Advantages and/or benefits that are unearned and granted to people in the dominant ethnic, social, religious, gender, economic groups whether individuals in those groups want those privileges or not, and regardless of their stated intent. Privilege operates on personal, interpersonal, cultural, and institutional levels and gives advantages, favors, and benefits to members of dominant groups at the expense of members of less dominant groups. In the United States, privilege is granted to people who have membership in one or more of these social identity groups:

- White people;
- Able-bodied people;
- Heterosexuals;
- Males;
- Christians;
- Middle or owning class people;

- Middle-aged people;
- English-speaking people

Privilege is characteristically invisible to people who have it. People in dominant groups often believe that they have earned the privileges that they enjoy or that everyone could have access to these privileges if only they worked to earn them.

*“No school can guarantee that all students will succeed in life, but all schools can guarantee that every student is prepared at high school graduation with the necessary skills and knowledge sets to enter college or advanced career training, ready to succeed. An institutionalized academic goal of college and career readiness provides all students with the choice to do whatever they want in life – the student gets to choose for him-or herself and does not face limited options due to inadequate preparation by the academic institution.”*

Curtis Linton and Bonnie M. Davis (pg. 19)

## References

Lindsey, Randall B., Nuri Robins, Kikanza, and Terrell, Raymond D. (2009) *Cultural Proficiency: A Manual for School Leaders* (3<sup>rd</sup> ed.), Thousand Oaks, CA. Corwin, [www.corwinpress.com](http://www.corwinpress.com)

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# Plan de Acción para la Equidad

Aprobado el 12 de junio del 2019



## Escuelas Públicas de Joliet Distrito 86

### Mesa Directiva de Inspectores Escolares

Tonya M. Roberts, Presidente  
Anthony B. Contos, Vicepresidente  
Jeffrey K. Pritz, Inspector  
Deborah K. Ziech, Inspectora  
Gwendolyn R. Ulmer, Inspectora  
Erick Deshaun Dorris, Inspector  
R. Emil Standfield, Inspector

Dra. Theresa R. Rouse, Superintendente

## Plan de Acción para la Equidad en la Educación Escuelas Públicas de Joliet Distrito 86

*“La brecha de logros se cerrará cuando se cierre la brecha de la equidad. Cerrar la brecha es una labor importante que requiere un liderazgo del sistema para establecer un rumbo claro, asegurar la participación de todas las personas involucradas, establecer objetivos claros y medibles, planes de implementación y expectativas. Todo esto forma parte de las medidas de responsabilidad que garantizan que la Equidad e Inclusión en la educación muestren pruebas del impacto.*

Daniel R. Moirao, Dr. en Educación

Lo Mesa Directiva de las Escuelas Públicas de Joliet Distrito 86 cree y está comprometida con la premisa de que todos los estudiantes se merecen tener todas las oportunidades para alcanzar su máximo potencial y para tener éxito personal y académicamente. Para lograr este objetivo, los estudiantes tendrán acceso a experiencias de aprendizaje enriquecedoras que les proporcionen una base sólida de confianza que les durará toda la vida. Las escuelas del Distrito 86 serán lugares seguros y acogedores donde todos los estudiantes tendrán las herramientas que necesitan para lograr el éxito, incluyendo conocimientos para ser capaces social y emocionalmente de seguir el camino que elijan en la vida después de la graduación, incluyendo un trabajo, la enseñanza superior, una formación profesional o la universidad.

La Mesa Directiva también cree que garantizar la equidad es esencial para mejorar el rendimiento de los estudiantes y para promover el bienestar de los estudiantes y los empleados. Este es el motivo por el que el Plan de Acción para la Equidad de las Escuelas Públicas de Joliet Distrito 86 es fundamental para el futuro de los estudiantes a los que servimos.

El Plan de Acción para la Equidad en la Educación del Distrito 86 pretende ser un plan claro y robusto que describe cómo las escuelas individuales y las comunidades dentro del distrito escolar identificarán y eliminarán las inequidades persistentes en el sistema educativo. Como

# Plan de Acción para la Equidad

comunidad de aprendizaje, con nuestro renovado enfoque en el rendimiento y el bienestar, el sistema educativo de Joliet financiado con fondos públicos será más justo y más inclusivo para todos los estudiantes, educadores y empleados independientemente del origen étnico, de la religión, edad, orientación o identidad sexual, el tamaño, el género o cualquier otro factor relacionado con la identidad individual.

Como guía para la aplicación de estas oportunidades, la Mesa Directiva de Joliet ha desarrollado las siguientes declaraciones de Visión y Misión:

## **Declaración de la Visión**

*En colaboración con la comunidad, las Escuelas Públicas de Joliet Distrito 86 se comprometen a mejorar continuamente el sistema educativo reconociendo, respetando, valorando y respondiendo a las necesidades diversas de todos.*

## **Declaración de la Misión**

*Perseverar en proporcionar una base rigurosa y equitativa para el éxito de los estudiantes.*

Con los estudiantes como el centro de nuestra atención, los siguientes cuatro pilares fundamentales forman la base para los esfuerzos por mejorar en áreas importantes del funcionamiento del distrito:

**Una Organización que Tiene en Cuenta las Diferencias Culturales:** Nuestra diversidad es una fortaleza y una ventaja. Estamos comprometidos con la equidad, un excelente servicio para todos y mejoras continuas.

**Acceso Equitativo a una Instrucción Rigurosa, Basada en Estándares:** Instrucción de alta calidad para todos los estudiantes.

**Aprendizaje y Colaboración Profesional Centrados en los Resultados:** Invertir en nuestros empleados para que perfeccionen su oficio continuamente y crezcan en su profesión.

**Colaboración Sólida con las Familias y la Comunidad:** Las escuelas no pueden hacerlo todo solas. Somos mejores cuando los estudiantes, las familias, la comunidad y los educadores trabajan conjuntamente.

# Plan de Acción para la Equidad

Para llevar estos pilares a la práctica, la finalidad de los siguientes objetivos estratégicos es guiar el desarrollo de los planes de equidad de las escuelas:

## **Objetivos Estratégicos**

**Competencia cultural:** Todos los miembros del Distrito 86 participarán en la formación y refuerzo en el desarrollo y la implementación de un marco de equidad dando apoyo al aumento de la competencia cultural para asegurar que todos los estudiantes tengan éxito.

**Alfabetización temprana:** Se proporcionará a todos los estudiantes de las escuelas primarias del Distrito 86 la formación y el apoyo necesarios para conseguir buenos resultados académicos dominando al menos un 90% de las metas de nivel para cada grado.

**Maestría en el tercer grado:** Se proporcionará a todos los estudiantes del Distrito 86 la formación, el apoyo y el perfeccionamiento necesarios para asegurar que al menos el 95% de los estudiantes dominen el contenido del grado antes de que acabe el año escolar.

**Maestría en el octavo grado:** Se proporcionará a todos los estudiantes del Distrito 86 la formación, el apoyo y el perfeccionamiento necesarios para asegurar que al menos el 95% de los estudiantes dominen el contenido del grado antes de que acabe el año escolar en preparación para tener éxito en la escuela preparatoria (*high school*).

**Ciudadanía digital:** Se proporcionará a todos los empleados y estudiantes del Distrito 86 la formación, el apoyo y el perfeccionamiento necesarios para aumentar sus conocimientos y competencias en el uso de las herramientas y recursos digitales.

Aunque es importante por sí misma, la equidad también es necesaria para llevar a cabo todos los otros elementos de nuestra renovada visión, misión y objetivos desde lograr la excelencia hasta promover el bienestar y mejorar la confianza del público en nuestro sistema educativo. El Plan de Acción para la Equidad en la Educación del Distrito 86 es la hoja de ruta del distrito para identificar y eliminar las prácticas discriminatorias, las barreras sistemáticas y los prejuicios de las escuelas y los salones de clases para apoyar el potencial para tener éxito de todos los estudiantes. Esto significa trabajar juntos con los estudiantes, los padres, los educadores, los directores, los miembros de la mesa directiva y los líderes de la comunidad para hacer realidad el plan de acción. Como sistema escolar público, crearemos un entorno de aprendizaje que inspire a todos los niños y estudiantes a alcanzar su máximo potencial y a tener

# Plan de Acción para la Equidad

éxito a nivel personal, a ser productivos económicamente y a ser ciudadanos que participan activamente.

Aunque muchos indicadores del éxito de los estudiantes han mejorado durante los últimos años y los empleados profesionales reconocen la intencionalidad para tener éxito, estas mejoras no han proporcionado resultados equitativos para todos los estudiantes. No solamente siguen existiendo brechas de rendimiento persistentes, sino que incluso los estudiantes con éxito académico no siempre se sienten incluidos en su comunidad escolar u orgullosos de sí mismos a título individual. Los resultados pueden tener un impacto negativo a largo plazo en otras áreas tales como la salud, el bienestar, la autosuficiencia económica y la participación en la sociedad. Las consecuencias son de carácter muy diverso y afectan a las familias de manera individual y también a las comunidades y se pueden detectar a través de distintas generaciones.

Las Escuelas de Joliet deben ser lugares en los que los estudiantes no solo aprenden sobre la diversidad sino también la experimentan. Los estudiantes deberían verse a sí mismos y a sus compañeros de clase reflejados en sus estudios. Los estudiantes y las familias deberían esperar que las interacciones con su comunidad escolar les hagan sentirse aceptados por ser ellos mismos. Todos los estudiantes deberían creer en su potencial y saber que recibirán apoyo a lo largo de todo el camino de prekínder a 8º grado y más allá, sin importar el camino que elijan. La visión de equidad e inclusión para todos debe extenderse a nuestros maestros, directores y trabajadores educativos quienes, juntos, sostienen a la comunidad escolar más amplia.

*“La educación inclusiva es fundamental para lograr una educación de alta calidad para todos los estudiantes y para el desarrollo de sociedades más inclusivas. La inclusión todavía se considera en algunos países como un método para atender a los niños con discapacidades dentro de entornos de educación general. Sin embargo, a nivel internacional se considera cada vez más de una manera más amplia como una reforma que da apoyo y celebra la diversidad entre todos los estudiantes.”*  
UNESCO, 2008, pág. 5

Como resultado hay tres prioridades básicas:

1. Altos niveles de rendimiento de los estudiantes en todos los subgrupos
2. Brechas reducidas en el rendimiento de los estudiantes
3. Incremento de la confianza pública en la educación financiada con fondos públicos

Las prioridades básicas se tratarán mediante:

1. Prácticas en la escuela y en los salones de clases
2. Prácticas de liderazgo, gobernanza y recursos humanos
3. Recopilación e integración de datos y presentación de informes
4. Cambio cultural organizativo

## ***Prácticas en la Escuela y en los Salones de Clases***

Un aspecto clave para eliminar las barreras sistemáticas es asegurar que las prácticas en la escuela y en los salones de clases reflejen y respondan a la diversidad de los estudiantes y empleados.

Las estructuras, políticas, programas y prácticas existentes pueden perjudicar involuntariamente a ciertas poblaciones estudiantiles incluyendo: estudiantes racializados, estudiantes en situación de pobreza, estudiantes indígenas, recién llegados, estudiantes que se identifican con géneros similares o distintos al suyo, jóvenes en hogares de acogida, sin hogar, estudiantes que pertenecen a religiones minoritarias, estudiantes con discapacidades y estudiantes con necesidades educativas especiales. El objetivo de las Escuelas Públicas de Joliet Distrito 86 es identificar y eliminar las barreras sistémicas existentes y evitar estas barreras cuando se desarrollen nuevas políticas y programas.

Los estudiantes también deben experimentar una enseñanza y aprendizaje que sea un reflejo de sus necesidades y de su identidad. Para garantizar que todos los estudiantes se sientan seguros, aceptados e inspirados para tener éxito, las escuelas y los salones de clases deben responder a la cultura con una definición amplia. La pedagogía que tiene en cuenta las diferencias culturales reconoce que todos los estudiantes aprenden de una manera que está vinculada a su entorno, idioma, estructura familiar e identidad social o cultural. Va más allá de reconocer la singularidad para fomentarla de manera intencionada para crear y facilitar

condiciones eficaces para el aprendizaje. Las prácticas en la escuela y en los salones de clases deben ser un reflejo de y responder a la diversidad de los estudiantes y empleados.

También es una necesidad fundamental adoptar una postura crítica con la disciplina de los estudiantes porque los estudiantes racializados, los estudiantes con discapacidades, y los estudiantes con necesidades educativas especiales están sobrerrepresentados en la información sobre suspensiones y expulsiones. Se espera que los administradores y empleados trabajen junto con los estudiantes, los padres y las otras personas involucradas en la educación para elaborar intervenciones, métodos preventivos y programas que aborden esta cuestión y evalúen los resultados de estos esfuerzos por instituir mejores prácticas en todo el distrito.

### ***Prácticas de Liderazgo, Gobernanza y Recursos Humanos***

El liderazgo desempeña un papel fundamental en la configuración del entorno tanto de los estudiantes como de los empleados en el sistema educativo. La diversidad de estudiantes en el distrito escolar debe verse reflejada en la diversidad de los proveedores de servicios educativos, maestros, los líderes de la escuela y del sistema. Fortalecer la diversidad, en el liderazgo y en el salón de clases, ayuda no solo a promover el sentimiento de pertenencia de los estudiantes, sino que también ayuda a impulsar la innovación y la creatividad en el entorno escolar.

Para crear un entorno de aprendizaje y de trabajo seguro, inclusivo y motivador los líderes educativos deben estar comprometidos con la equidad y la inclusión para todos los estudiantes y con respetar y fomentar los derechos humanos. Un paso necesario y fundamental para crear tales entornos de aprendizaje y trabajo es exigir responsabilidades a todos los niveles para la equidad, la inclusión y los derechos humanos.

### ***Recopilación e Integración de Datos y Presentación de Informes***

Una parte esencial del camino para garantizar la equidad es comprender mejor quiénes son nuestros estudiantes y cuál es su experiencia escolar. Mejorar la recopilación de datos y la medición de los resultados respaldará la toma de decisiones basadas en pruebas a nivel local. La recopilación de datos se adaptará a las necesidades de la comunidad escolar.

# Plan de Acción para la Equidad

Se implementará un proceso consistente para recopilar, analizar y presentar públicamente datos desglosados basados en la identidad. Este análisis ayudará a cambiar la selección de personal, la contratación, la promoción y las estrategias de desarrollo profesional. Cómo se usan estos datos y cómo se movilizan para cerrar las brechas de equidad variará en todo el distrito. Sin embargo, un enfoque coherente para recopilar y analizar los datos ayudará a todo el distrito a identificar dónde hay barreras sistémicas y ayudará a determinar cómo eliminar los prejuicios discriminatorios para poder apoyar la equidad, el rendimiento de los estudiantes y el bienestar mediante la formación y los programas y apoyos específicos.

## ***Cambio Cultural Organizativo***

Al mirar las estructuras, políticas, programas y prácticas internos desde la óptica de la equidad, trabajaremos para asegurar una cultura organizativa auténtica y dinámica. El cambio cultural será un ejemplo de diversidad, equidad, inclusión y compromiso para respetar y fomentar los derechos humanos.

La eliminación de barreras sistémicas requiere un cambio cultural sistémico impulsado por nuestros valores fundamentales y el respeto por los principios de la equidad y la inclusión. Un sistema educativo equitativo e inclusivo es una condición necesaria para permitir que todos los estudiantes se sientan incluidos, respetados y capacitados para tener éxito.

Aplicar una perspectiva de equidad, inclusión y derechos humanos a las estructuras, políticas, programas y prácticas internos de una organización ayudarán a identificar, modelar y formular conversaciones sobre el trabajo necesario para mantener un sector educativo inclusivo y diverso. Este plan de acción facilitará el cambio organizativo y dará apoyo al cambio de cultura.

## ***Plan de Acción***

Como resultado de este Plan, cada escuela desarrollará su propio plan de acción para llevar a la práctica estas ideas y objetivos. El plan de acción está basado en el Marco de Equidad e inspirado en el trabajo de Curtis Linton y Bonnie M. Davis en su publicación “Equity 101:

Culture.” El objetivo final es que las escuelas y el distrito escolar sean competentes culturalmente.

*“La Equidad Educativa tiene lugar cuando los educadores proporcionan a todos los estudiantes el apoyo individual que necesitan para alcanzar y superar un estándar común. Cuando tiene lugar la equidad, todos y cada uno de los estudiantes recibe una enseñanza individualizada y un apoyo específico basado en la disposición del propio estudiante y en sus necesidades de aprendizaje.”*

Linton y Davis (pág. 19)

## Marco de Equidad

Crear una cultura académica equitativa es tanto complejo como delicado ya que las creencias personales, los prejuicios y las interpretaciones se examinan para garantizar una educación inclusiva y equitativa para todos los estudiantes y para la comunidad a la que servimos. La realización de una cultura académica inclusiva y equitativa requiere la exitosa confluencia de muchos factores: el optimismo personal y la confianza en los estudiantes que tengan los educadores y los proveedores de servicios; el estándar de excelencia que tenga la institución académica; y los conocimientos profesionales que muestren diariamente los adultos que sirven a los estudiantes, que muestren los adultos a los estudiantes y que muestren los estudiantes a los adultos. Crear esta cultura equitativa requiere la ejecución deliberada de un entorno de aprendizaje positivo junto con la competencia cultural de todos los miembros de la comunidad y en especial la de los educadores.

Para lograr el éxito académico para todos los estudiantes, una *cultura* equitativa sienta las bases para la participación y el aprendizaje a la vez que se trabaja en la trifecta con un *liderazgo* centrado en la instrucción y en *prácticas* de enseñanza eficaces (*enseñanza y aprendizaje*). Combinando el liderazgo, la cultura y la práctica (enseñanza y aprendizaje) equitativos pueden crear un entorno educativo poderoso centrado en el alto rendimiento de todos los estudiantes. (Linton, pág. 18).

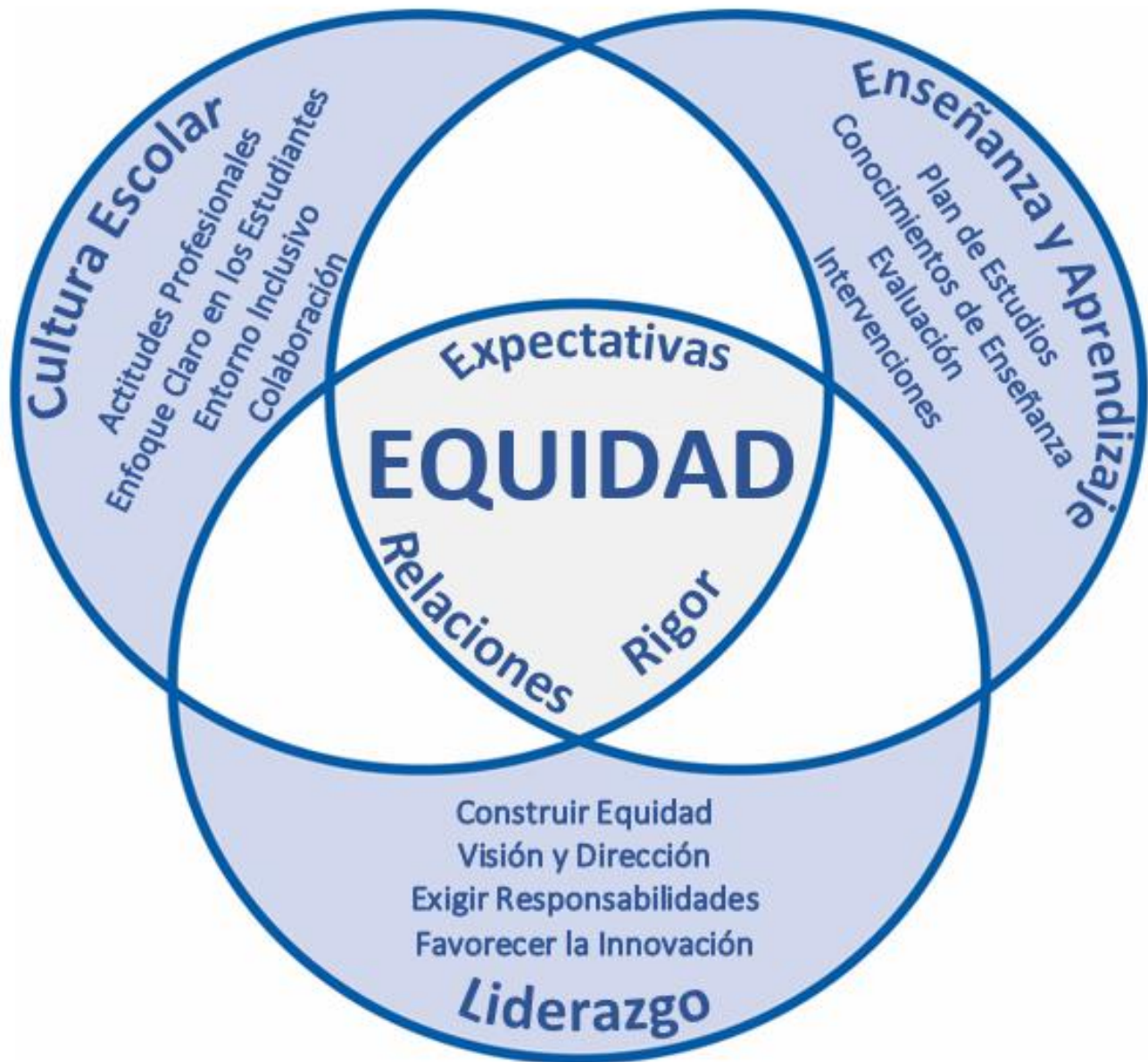
La base del Marco de Equidad son las cuatro características comunes de la equidad:

- *expectativas*,
- *rigor (vigor)*,
- *relevancia*,
- *relaciones*.

Como características equitativas abarcan la equidad, simbolizando que sin estas cuatro características presentes para *todos* los estudiantes, sin importar su diversidad, otros esfuerzos para mejorar la escuela pueden tener dificultades para lograr ser exitosos. Estas cuatro características son fundamentales para lograr la equidad y todas definen el impacto que tendrá en los estudiantes una cultura escolar equitativa.

- Las *expectativas* establecen un alto nivel de rendimiento.
- El *rigor* proporciona las competencias y el aprendizaje que el estudiante necesita para tener éxito.
- La *relevancia* guía al maestro/a para proporcionar instrucción y planes de estudios que estén relacionados y conecten con el estudiante.
- Las *relaciones* ayudan al estudiante a creer en las altas expectativas del maestro/a, tomar parte del riguroso (vigoroso) plan de estudios y responder a la relevancia del aprendizaje.

Cuando estos cuatro elementos primordiales se encuentran en una cultura escolar equitativa, inclusiva y culturalmente competente, entonces los adultos y los estudiantes se sienten socialmente aceptados y valorados. Abordar la cultura escolar se centra en crear espacios en los que la voz de cada persona sea valorada y respetada y en que el equipo colectivo formado por empleados, estudiantes y familias trabaje conjuntamente hacia una visión común.



## Cultura Escolar:

### Estrategias Personales

- ¿Qué significa ser una persona de color en esta sociedad?
- Analizarse a uno mismo en términos de la diversidad que nos rodea como profesionales.

### Estrategias Institucionales

- Crear un entorno colaborativo donde se valoren y se dé apoyo a todas las voces.
- Desarrollar una seguridad institucionalizada y respeto hacia todas nuestras diferencias.

### Estrategias Profesionales

- Mantener conversaciones frecuentemente con personas distintas a mí para fomentar el entendimiento.
- Representar la diversidad en todo nuestro trabajo.

## Enseñanza y Aprendizaje

### Estrategias Personales

- Cuestionar los privilegios que se proporcionan a algunas personas, pero no a otras personas.
- Minimizar los mitos de la cultura dominante.

### Estrategias Institucionales

- Incorporar estándares y prácticas que valoren la diversidad.
- Apoyar el desarrollo de la excelencia en toda la organización.

### Estrategias Personales

- Distinguir el apoyo basándose en las necesidades y talentos de las personas de toda la organización.
- Medir el impacto de los esfuerzos por la equidad tan diligentemente como se analizan otros datos.

## Liderazgo

### Estrategias Personales

- Colaborar con mentores y aliados para guiar mi trabajo hacia la equidad.
- Estudiar el trabajo y los escritos de educadores y otros líderes que han trabajado para construir equidad en la educación y en la sociedad.

### Estrategias Institucionales

- Liderar para que haya equidad en el entorno de trabajo para todos los empleados.
- Diversificar a los trabajadores y proporcionar oportunidades para el crecimiento y el éxito.

### Estrategias Profesionales

- Alinear todos los esfuerzos profesionales para que apoyen la construcción de la equidad en nuestras escuelas.
- Participar en todas las oportunidades que ofrezcan un foro para difundir los principios de la equidad.

Cada plan tratará los Elementos Esenciales de una comunidad Culturalmente Competente.

<b>Elementos Esenciales</b>
<p><b>Determinar la Cultura</b> <i>Nombrar las Diferencias</i> Preguntas orientativas:</p> <ul style="list-style-type: none"><li>• ¿Cuáles son las normas no escritas en su escuela?</li><li>• ¿Cómo describiría su propia cultura?</li><li>• ¿Qué recursos proporciona su escuela para los diferentes estilos de aprendizaje?</li></ul>
<p><b>Valorar la Diversidad</b> <i>Reivindicar las Diferencias</i> Preguntas orientativas:</p> <ul style="list-style-type: none"><li>• ¿Cómo describiría la diversidad en su entorno profesional actual?</li><li>• ¿Cuál es su reacción ante el concepto <i>valorar la diversidad</i>?</li><li>• ¿Cómo formulan usted y sus compañeros de trabajo las conversaciones sobre los estudiantes?</li></ul>
<p><b>Gestionar las Dinámicas de las Diferencias</b> <i>Reformular las Diferencias</i> Preguntas orientativas:</p> <ul style="list-style-type: none"><li>• ¿Cómo resuelve los conflictos en su salón de clases?</li><li>• ¿Qué aptitudes posee para resolver conflictos?</li><li>• Describa situaciones de conflictos interculturales que puedan estar causados por una desconfianza histórica.</li></ul>
<p><b>Adaptarse a la Diversidad</b> <i>Cambiar para las Diferencias</i> Preguntas orientativas:</p> <ul style="list-style-type: none"><li>• ¿Cómo se ha adaptado recientemente a las necesidades de un nuevo miembro?</li><li>• ¿Cómo se ha adaptado recientemente su organización a las necesidades de nuevos miembros?</li><li>• Describa ejemplos de lenguaje inclusivo y de materiales inclusivos.</li><li>• ¿Cómo enseña a sus clientes sobre la necesidad de que la organización se adapte a las culturas?</li></ul>
<p><b>Institucionalizar los Conocimientos Culturales</b> <i>Formación sobre las Diferencias</i> Preguntas orientativas:</p> <ul style="list-style-type: none"><li>• ¿Qué sabe actualmente sobre los grupos culturales en su organización o entre sus clientes?</li><li>• ¿Qué más cosas le gustaría saber sobre estas culturas?</li><li>• ¿Cómo aprenden usted y sus compañeros de trabajo sobre estos grupos culturales?</li></ul>

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## DEFINICIÓN DE TÉRMINOS

**COMPETENCIA CULTURAL:** Son los valores, creencias, comportamientos, políticas y prácticas que permiten a una persona o a una organización interactuar eficazmente en un entorno culturalmente diverso. Es apreciar las culturas similares y diferentes de la de uno mismo/a y saber cómo aprender cosas sobre otras culturas.

**ESCUELA CULTURALMENTE COMPETENTE:** Es una escuela que acepta su diversidad mediante los cinco elementos esenciales de la competencia cultural abriendo las puertas a todos sus estudiantes, cerrando las puertas al tokenismo (inclusión simbólica), la represión y la opresión de las culturas no dominantes y a la vez suministrando con confianza programas y servicios para maximizar las oportunidades para todos los estudiantes.

**DIVERSIDAD:** La presencia de una amplia gama de cualidades y atributos humanos dentro de un grupo, organización o sociedad. Los aspectos de la diversidad incluyen, entre otras cosas, la ascendencia, cultura, etnicidad, género, identidad de género, lenguaje, habilidad física e intelectual, raza, religión, sexo, orientación sexual y estatus socioeconómico.

**CULTURA DOMINANTE:** Es el grupo establecido y más aceptado cuyos miembros comparten un mismo idioma, religión, comportamiento, valores, rituales y/o costumbres sociales. Estos rasgos a menudo son la norma a seguir para la organización, comunidad y/o sociedad en su conjunto. La cultura dominante normalmente, pero no siempre, es la cultura mayoritaria y logra ser dominante controlando las instituciones sociales como la comunicación, las instituciones educativas, la expresión artística, las leyes, los procesos políticos y los negocios.

**EQUIDAD:** Proporcionar a todos los estudiantes el apoyo individual necesario para alcanzar y superar los estándares comunes en colaboración con unas sólidas alianzas comunitarias que

reconozcan, respeten y respondan a las diversas necesidades de todas las personas implicadas. *(Esta definición de Equidad fue creada por los Inspectores Escolares de la Mesa Directiva de las Escuelas Públicas de Joliet Distrito 86 el 18 de enero del 2018).*

**PREJUICIOS IMPLÍCITOS:** Es cualquier conjunto de asociaciones hechas de manera inconsciente sobre un grupo social que pueden resultar en la atribución de determinadas características a todos los individuos de ese grupo, llamado también estereotipar. Los prejuicios implícitos son producto de asociaciones aprendidas y condicionamiento social y la mayoría de las veces las personas que tienen estos prejuicios no son conscientes de que los tienen.

**EDUCACIÓN INCLUSIVA:** La educación que se basa en los principios de aceptación e inclusión de todos los estudiantes. Los estudiantes se ven reflejados en su plan de estudios, su entorno físico y el entorno más amplio, en el que la diversidad se honra y se respeta a todas las personas.

**INSTITUCIONALIZAR LA SEGURIDAD Y EL RESPETO:** Una organización o entorno donde el respeto implique una actitud cortés, decorosa, cívica o deferente donde las personas y los grupos sientan la experiencia de *ser tomados en serio*. Las escuelas respetuosas son, por definición, entornos de aprendizaje informados democráticamente donde las personas se sienten seguras, apoyadas, motivadas y se enfrenten a retos útiles.

**PRIVILEGIOS:** Ventajas y/o beneficios que son inmerecidos y concedidos a personas de los grupos dominantes étnicos, sociales, religiosos, de género o económicos independientemente de si las personas que pertenecen a estos grupos quieren o no estos privilegios y sin importar su intención declarada. Los privilegios funcionan a nivel personal, interpersonal, cultural e institucional y conceden ventajas, favores y beneficios a los miembros de los grupos dominantes en perjuicio de los miembros de los grupos menos dominantes. En los Estados Unidos los privilegios se conceden a personas que pertenecen a uno o más de uno de estos grupos sociales identitarios:

# Plan de Acción para la Equidad

- Personas de raza blanca
- Personas sin discapacidades
- Heterosexuales
- Varones
- Cristianos
- Personas de clase media o media-alta
- Personas de mediana edad
- Personas que hablan inglés

El privilegio es típicamente invisible para las personas que son privilegiadas. Las personas que pertenecen a los grupos dominantes a menudo creen que se han ganado los privilegios que disfrutan o que todos podrían tener acceso a estos privilegios si trabajasen para conseguirlos.

*“Ninguna escuela puede garantizar que todos los estudiantes tendrán éxito en la vida, pero todas las escuelas pueden garantizar que cada estudiante esté preparado para la graduación de la escuela preparatoria con las competencias y conocimientos necesarios para acceder a la universidad o la capacitación profesional avanzada, preparados para tener éxito. Un objetivo académico institucionalizado de preparación para la universidad y una carrera profesional facilita a todos los estudiantes la opción de hacer lo que ellos quieran en su vida; el estudiante puede elegir por sí mismo/a y no tiene que enfrentarse a opciones limitadas debido a una preparación inadecuada por parte de la institución académica.”*

Curtis Linton y Bonnie M. Davis (pág. 19)

## Referencias

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