



Equity Action Plan - AR 2.4(b)(2)

A. Purpose

CSD is committed to the success of every student in each of our schools. As outlined in our vision statement, we build the foundation for all children to be their best, achieve their dreams, and make the world a better place. Our mission is to work with and inspire students to grow and develop their ability to learn, think, and inquire through meaningful, motivating, and rewarding learning experiences supported by highly qualified, caring adults in a safe, supportive, and inviting environment. In light of our vision and mission, the district's historic, persistent achievement gap between White and Black students is unacceptable. Recognizing that there are also other student groups that have not reached their achievement potential, this policy focuses on the most historically persistent achievement gap, which is that between White students and Black students. Closing this achievement gap while raising achievement for all students is the top priority of the Superintendent and all district staff. Race must cease to be a predictor of student achievement and success. The district commits to ensuring that all stakeholders uphold educational equity as an essential principle of our school system that is integrated into all policies, practices, operations, and processes in order to yield equitable educational outcomes for all students.

B. Definitions

Cultural Humility - A stance toward understanding culture. It requires a commitment to lifelong learning, continuous self-reflection on one's own assumptions and practices, comfort with 'not knowing', and recognition of the power/privilege imbalance that exists between individuals in the school community.

Culturally Responsive Teaching - The process of using familiar cultural information and processes to scaffold learning. Emphasizes communal orientation. Focused on relationships, cognitive scaffolding, and critical social awareness.

Cultural Competence - Cultural competence refers to an ability to interact effectively with people of different cultures and is comprised of four components: (1) Awareness of your own cultural worldview, (2) Attitude towards cultural differences, (3) Knowledge of different cultural practices and worldviews and (4) cross-cultural skills.



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Cultural Proficiency - Cultural Proficiency in education is the level of knowledge-based skills and understanding that are required to successfully teach and interact with students and to work effectively with colleagues from a variety of cultures by holding all forms of cultural difference in high esteem; a continuing self-assessment of one's values, beliefs and biases grounded in cultural humility; an ongoing vigilance toward the dynamics of diversity, difference and power; and the expansion of knowledge of cultural practices that recognize cultural bridges as going both ways.

Excellence Gap - Differences in scores at the advanced level among subgroups of students.

Implicit Bias/Unconscious Bias - Refers to the unconscious attitudes and stereotypes that shape our responses to certain groups especially around race, class, and language. Implicit bias operates involuntarily often without one's awareness or intentional control.

Race - The socially constructed meaning attached to a variety of attributes, including but not limited to skin and eye color, hair texture, and physical appearance of people in the United States and elsewhere.

C. Scope

The district recognizes that achievement and opportunity gaps and disparate discipline actions exist among student groups. CSD establishes this administrative regulation to ensure all students, regardless of race, will have access to equitable resources and opportunities to participate fully in the educational process.

Every CSD employee is responsible for the success and achievement of all students. The district recognizes that these are long-term goals that require significant work and resources to implement across all schools.

In order to achieve educational equity for our students, the District will do the following:

- 1) The District shall provide every student with equitable access to high-quality and culturally responsive instruction, curriculum, support, facilities, and other educational resources, even when this means differentiating resources to accomplish this goal.
- 2) The District shall create multiple pathways to success in order to meet the needs of our diverse students, and shall actively encourage, support, and expect high academic achievement for students from all racial groups.
- 3) The District shall recruit, employ, support, and retain racially and linguistically diverse and culturally proficient administrative, instructional, and support personnel, and shall



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provide professional development to strengthen employees' knowledge and skills for eliminating racial disparities in achievement.

- 4) The District shall address the unconscious and conscious bias in beliefs, behaviors, practices, and procedures that lead to the overrepresentation of students of color in areas such as special education and discipline and the underrepresentation in programs such as talented and gifted and advanced coursework.
- 5) All staff and students shall be given the opportunity to understand racial identity and the impact of their own racial identity on themselves and others.
- 6) The District shall welcome and empower students and families, including underrepresented families of color (including those whose first language may not be English) as essential partners in their student's education, school planning, and District decision-making. The District shall create welcoming environments that reflect and support the racial and ethnic diversity of the student population and community.

In order to do the above, the Superintendent and designees shall develop an Equity Action Plan, which is aligned with and a part of the District Strategic Plan. The Equity Action Plan shall include clear accountability and metrics and shall include a prioritization of staffing and budget allocations, which will result in measurable results towards achieving the educational equity goals. Such action plans shall identify specific staff leads on all key work and shall include clear procedures for schools and district staff. The Superintendent or designee will report on progress towards these goals at least twice a year and will provide the Board with updated action plans each year.

Questions about this regulation should be directed to the Executive Director of Equity and Student Support.

Related Board Policy: 2.4(b)(2)

Public Review and Feedback: 11/14/18 - 12/14/18

Approved by Cabinet: 1/22/19

Appendix A: [Equity Action Plan](#)