



AMERICAN
PSYCHOLOGICAL
ASSOCIATION

A GUIDE FOR SCHOOL TEAMS:

Assessing Racial and Ethnic Disparities and Empowering Schools to Move Toward Educational Equity

Over the past two decades, American schools are becoming increasingly diverse. Concurrently, widely documented inequities have created disparities in academic and mental well-being outcomes for Black American, Latiné, Indigenous or First Nations, and Pacific Islander students relative to their White counterparts. These disparities need immediate and sustained attention. The purpose of this Guided Reflection Tool is to help schools consider factors that either widen or reduce disparities in opportunity, experiences, and outcomes for each student in the school community.

Many schools are striving to reduce racial and ethnic disparities.

However, some mechanisms that result in racial and ethnic marginalization in schools can be difficult to pinpoint. For example, history teachers may teach from a textbook with state approved standards that minimize or ignore the contributions of - and setbacks experienced by many communities in America. Teachers may have no overt intention to alienate students or misrepresent history, however without a call for a deliberate and systematic reflection and professional development on the content, teachers may continue to teach the approved curricular standards without considering ways inequity is being perpetuated or experienced by students. With intentional reflection, the teacher may choose to adapt the curricula to ensure accuracy, work with the school community to include local knowledge and expertise, acknowledge the students and families impacted by the events being taught, and to then equip students with the skills they need to contend with difficult issues in contemporary American life.



diverse

The practice or quality of including or involving people from a range of different social and ethnic backgrounds and of different genders, sexual orientations, etc.

languages.oup.com/google-dictionary-en/



racial and ethnic disparities

The governing process, economic and social policies that affect working conditions, housing, and education.

nccd.hca.ca/resources/entry/a-conceptual-framework

To better understand racial and ethnic identities schools should strive to increase their appreciation of how those identities combine with other forms of identity and contexts (e.g., gender, SES, disability status, sexual orientation, geography) to influence student success, not only in academics, but also in their wellbeing and in the social and relational realm. The purpose of considering the intersection of other demographic variables with race and ethnicity is to better understand how to address challenges more holistically as students with multiple marginalized identities may experience overlapping and intersecting forms of exclusion and discrimination. School teams also need to consider how racial and ethnic identities may influence decisions about other components of the schooling process (e.g., school policies and practices). Referral of students to special education or the use of more frequent and harsher discipline practices have all been associated with both racial and ethnic biases as well as teacher perceptions around structural determinants (e.g., governing process, economic and social policies that affect working conditions, housing, and education) of mental and physical health. Monitoring these practices is essential to interrupting the way racial and ethnic biases impact students' opportunities to learn. Addressing these practices provides enhances opportunities for a healthier and more effective school community.



identity and contexts

The complex, cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism, and classism) combine, overlap, or intersect especially in the experiences of marginalized individuals or groups.

www.merriam-webster.com/dictionary/intersectionalityetc.



structural determinants

The governing process, economic and social policies that affect working conditions, housing, and education nccdh.ca/resources/entry/a-conceptual-framework

The circumstances in which people are born, grow, live, learn, work, and age— that are shaped by a set of forces beyond the control of the individual— are called **Social Determinants of Health**.

Structural Determinants shape the quality of the Social Determinants of Health. That is, the governing process, economic and social policies that affect working conditions, housing, and education.

The structural determinants affect whether the resources necessary for health and are distributed equally in society, or whether they are unjustly distributed according to race, gender, social class, geography, sexual identity, or other socially defined group of people

Solar O, Irwin A. (2010). A conceptual framework for action on the social determinants of health. Social Determinants of Health Discussion Paper 2 (Policy and Practice). Geneva; World Health Organization.

The following list of resources addresses school policies, procedures, and practices that help dismantle educational and mental health disparities within and beyond academic outcomes. This [organizational tool](#) is meant to aid school teams in identifying current conditions and developing strategies to heal communities by capitalizing on your strengths.

First, gather information and observe what is happening in your school. Then, explore, discuss, and rate your school community on the resource.

Use a rating of 0 to indicate: Unavailable or insufficient.

Use a rating of 1 to indicate: Understanding which means a relative growth opportunity that is not yet evident in practice.

Use a rating of 2 to indicate: Applying which means an area of emergent school competency.

Use a rating of 3 to indicate: Affecting/Reflecting which means an area of emergent school strength.

Use a rating of 4 to indicate: Impacting Achievement which means a strength area of the school's practice.

| 0: Unavailable or insufficient | 1: Aware | 2: Emerging | 3: Strengthening | 4: Emphasizing |
|---|--|--|--|--|
| This resource may be unavailable or insufficient. | This resource is not yet developed and is a growth opportunity in the school's practice. There is a general awareness of the importance of the resource but it's not evident in the practices of the school. | This resource is an emerging competency in the school's practice. The school has at least one example of implementation. | This resource is an emerging strength area in the school's practice. The school provides numerous examples of how they apply this resource and the impact on student learning. | This resource is a strength area , and the school provides clear evidence of student growth as a result . This resource drives professional development and serves as a model for other educators and schools. |

Example district goal 1:

- Demonstrate **rating** of 3 or higher on the Characteristics of Culturally Responsive Teaching category.

Process

- Identify all **ratings** of 1 or lower on the Characteristics of Culturally Responsive Teaching category.
- Describe the information or data (i.e., curriculum review by grade, curriculum mapping by administration, etc.)

Example district goal 2:

- Identify barriers to achieving a **rating** of 3.

Process:

- Identify three opportunities for growth that will increase your rating.
- Document data sources (e.g., data from dash boards, school records, etc.) and identify individuals responsible for gathering the information.
- Identify **SMART** (Specific, Measurable, Achievable, Relevant, and Time-Bound) objectives to work toward.

Once you have collected the information, work with all stakeholders to come up with a plan to address those areas that are in most need and to celebrate the areas that are inclusive strengths of the school community.



SMART indicators/ objectives

Example:
bit.ly/SMART-objectives-goals

| Domain | Definition |
|---|---|
| Teacher Quality and Expertise | The combined attributes of knowledge, skills, attitudes, educational experiences, and certification, that promote teachers effectiveness in organizing and facilitating student learning. In other words, the teacher quality and expertise that encompass teacher pedagogical skills, content knowledge, experience, and in combination is used to meet diverse student needs. |
| Teacher Diversity | The representation of a variety of backgrounds, cultures, experiences, and demographics among teachers. Teacher diversity aims to ensure that the teaching workforce reflects the diversity of the student population to promote inclusive and culturally responsive education. |
| Financial Resources | The availability and allocation of funds within a school system. Financial resources encompass budgetary considerations, funding sources, and how resources are prioritized and distributed to support educational programs, infrastructure, and student services. |
| Curriculum and Instructional Standards for Learning | The structured set of educational content, skills, and objectives that guide teaching and learning. Curriculum and instructional standards provide a framework for educators, ensuring consistency and alignment with educational goals and benchmarks. |
| School Climate | The overall atmosphere, environment, and policies within a school encompassing the social, emotional, and physical well-being of students and staff. A positive school climate fosters a sense of belonging, psychological safety, and engagement, contributing to student academic success. |
| Discipline | School responses and strategies intended to provide guidance, accountability, and manage student behavior. These might be guidelines for teachers in response to individual student behaviors, or guidelines for classroom, grade or school-level responses. |
| Policy Climate | The educational regulations, policies, and practices at local, state, and national levels used to encourage academic successes. The policy climate influences the educational landscape broadly, shaping curriculum selection, assessment practices, funding, and other aspects of the school system. |

| Domain | Essential Question | Rate your School from 0-4 | Reflections for Action | Resources |
|-------------------------------|--|---------------------------|---|---|
| Teacher Quality and Expertise | Effective teachers are knowledgeable about subject matter, student motivation, managing behavior, and principles of culturally responsive teaching as reflected in student achievement, behavioral, and well-being outcomes. Are effective teachers distributed equitably across classes and grades? | | <p>Example Goal Statement (if rating is ≤ 3)</p> <p>Effective teachers will be given sufficient mentoring and access to resources based on experience. To do this we will, _____.</p> | <p><u>Reframing Classroom Management: A Toolkit for Educators</u> This is a guide to managing behaviors within the classroom setting.</p> <p><u>What is culturally responsive teaching?</u> This article and video explain culturally responsive teaching and what it may look like in the classroom.</p> <p><u>Teacher and Student Relationships: The Power of Trust</u> This is a video clip and additional resources explaining the importance of students trusting their teachers in the classroom setting.</p> |
| | Are the least experienced teachers given sufficient mentoring and resource support, including training in inclusive teaching practices? | | <p>Example Goal Statement (if rating is ≤ 3)</p> <p>Teachers are given sufficient mentoring and access to resources based on experience. To do this we will, _____.</p> | <p><u>Inclusive Teaching is Effective Teaching</u> This article gives advice on how to teach in a more inclusive way and the benefits that can result from these practices.</p> <p><u>Teachers' Implementation of Inclusive Teaching Practices as a Potential Predictor for Students' Perception of Academic, Social and Emotional Inclusion</u> This research paper reports how inclusive strategies help improve student outcomes and support students with special education needs.</p> |
| | Are student teachers placed with experienced teachers who can model high quality teaching, including culturally responsive teaching, for the benefit of future students? | | <p>Example Goal Statement (if rating is ≤ 3)</p> <p>Student teachers are placed with the most experienced/effective teachers who provide modeling of high-quality teaching. To do this we will, _____.</p> | |
| | Are all teachers, both experienced and less so, given access to professional development and conferences that will help them to recognize and reduce their biases and engage in practices that promote equity and reduce disparities in student achievement? | | <p>Example Goal Statement (if rating is ≤ 3)</p> <p>All teachers regardless of experience are given access to professional development focused on promoting equity and addressing disparities in achievement. To do this we will, _____.</p> | |

| Domain | Essential Question | Rate your School from 0-4 | Reflections for Action | Resources |
|--|--|---------------------------|--|--|
| Teacher Quality and Expertise (continued) | Does the school provide opportunities for teachers to learn how to address microaggressions directed against protected groups, including minoritized individuals including school professionals and students? | | <p>Example Goal Statement (if rating is ≤ 3)</p> <p>Teachers are given opportunities to recognize and address microaggressions directed against students and professionals. To do this we will, _____.</p> | <p>Microaggressions: What They Are, And How They Are Associated With Adjustment Outcomes</p> <p>This article describes microaggression events that are often delivered to people of minority or marginalized backgrounds and how those events are related to feelings of distress.</p> |
| Teacher Diversity | <p>Does the racial and ethnic make-up of the school staff, including teachers, reflect the community served by the school?</p> <p>Does the administration seek out minoritized teacher candidates who have completed teacher preparation programs, including minority serving institutions, that reflect the composition of the local communities?</p> <p>Are minoritized student teachers invited to do their pre-service practice at your school?</p> <p>When minoritized student teachers do conduct their student teaching at the school, are they given adequate support?</p> <p>Does the school incentivize the hiring of minoritized teachers?</p> | | <p>Example Goal Statement (if rating is ≤ 3)</p> <p>Racial and ethnic demographics of school staff reflect the community served by the school. To do this we will, _____.</p> <p>Example Goal Statement (if rating is ≤ 3)</p> <p>Administration establishes partnerships with institutions/organizations for recruitment of minoritized teacher candidates. To do this we will, _____.</p> <p>Example Goal Statement (if rating is ≤ 3)</p> <p>Minoritized teachers/student teachers are invited for pre-service practice at our school. To do this we will, _____.</p> <p>Example Goal Statement (if rating is ≤ 3)</p> <p>Minoritized student teachers encouraged to share experiences and feedback with administration. To do this we will, _____.</p> <p>Example Goal Statement (if rating is ≤ 3)</p> <p>The school encourages hiring of minoritized teachers. To do this we will, _____.</p> | <p>Hey Teach</p> <p>This article from WGU shares practical ideas for increasing teacher diversity when recruiting and includes a number of Professional Development resources.</p> <p>9 Strategies for Recruiting, Hiring, and Retaining Diverse Teachers</p> <p>The Regional Educational Laboratory Northwest created this useful infographic resource</p> <p>Learning Policy Institute</p> <p>This article describes why recruiting and retaining teachers of color is important, and shares strategies for how to do that.</p> <p>Recruiting the Talent Within</p> <p>This article provides creative suggestions for developing teaching talent from paraprofessionals already within the school community.</p> |



minoritized

The word minoritized is used to refer to communities that may or may not be a numerical minority, but who experience systematic marginalization.

The word minoritized, unlike the word minority, highlights the active nature of marginalization in the system.

| Domain | Essential Question | Rate your School from 0-4 | Reflections for Action | Resources |
|----------------------------------|---|---------------------------|--|---|
| Teacher Diversity (continued) | Does the school provide <u>pathways for paraprofessionals and teacher assistants to become teachers?</u> | | <p>Example Goal Statement (if rating is ≤ 3)</p> <p>The school provides pathways for paraprofessionals and teacher assistants. To do this we will, _____.</p> | |
| Financial Resources | <p>Are funds for the arts and extra-curricular resources distributed throughout the school and to all groups? Must parents or teachers supplement school funds for the arts or other extracurricular resources?</p> <p>Are school funds available to support field trips and enrichment opportunities for all students?</p> | | <p>Example Goal Statement (if rating is ≤ 3)</p> <p>Funding for participation in the arts or other extracurricular programs are distributed equitably across groups and programs. To do this we will, _____.</p> <p>Example Goal Statement (if rating is ≤ 3)</p> <p>Money and resources are not a barrier to participation in school, enrichment, or extracurricular activities. To do this we will, _____.</p> | <p><u>Benefits of Arts Education for K-12 students</u> This article lists facts about how art education can improve students' academic experience and emotional well-being in schools.</p> <p><u>The Impact of Extracurriculars on Academic Performance and School Perception</u> This research paper details a longitudinal study that concluded that students who participated in extra-curricular activities at school were on average more academically successful and felt more school pride than students who did not.</p> <p><u>Extracurricular Participation and Student Engagement</u> This research study points out the link between participation in extra-curricular activities and percentage of classes attended/graduation rate. The study also points out the correlation between economic status and extra-curricular activity participation as a concerning statistic that needs further study</p> <p><u>How Field Trips Boost Students' Lifelong Success</u> This article argues that field trips correlate with higher grades and graduation rate, and advises on how to plan productive field trips.</p> <p><u>Yes, Field trips are Worth the Effort</u> This article presents research regarding the correlation between a rise in field trip participation and an increase in attendance rate/GPA, sharing tips to create a fulfilling and budget-friendly field trip experience.</p> |



pathways for paraprofessionals and teacher assistants to become teachers

Identified as a promising approach, expanding opportunities for paraprofessionals to become teachers means accessing an applicant pool who is already known to be committed to working with children and who have already spent considerable time in the classroom.

doi.org/10.1177/00317217211058508

| Domain | Essential Question | Rate your School from 0-4 | Reflections for Action | Resources |
|---|---|---------------------------|---|--|
| Financial Resources (continued) | Is the technology (hardware, software, broadband) needed for high quality on-line learning available to all students? | | <p>Example Goal Statement (if rating is ≤ 3)</p> <p>Access to technology is equitable for all students. To do this we will, _____.</p> | <p><u>Student access to technology at home and learning hours during COVID-19 in the U.S</u></p> <p>This research paper explores the link between increased technological access and more learning hours at home across all racial groups. However, it highlights the digital divide's impact on Black and Hispanic households, emphasizing the need for national efforts to bridge this gap during and after the COVID-19 pandemic.</p> |
| | Is high quality, publicly funded early childhood education available to any families who want it? | | <p>Example Goal Statement (if rating is ≤ 3)</p> <p>When access to technology is not equitable for all students. To do this we will, _____ (e.g., provide funding to support student access to adequate textbooks and other educational materials is provided _____).</p> <p>Example Goal Statement (if rating is ≤ 3)</p> <p>Early high quality early childhood education is available to all families who want it. To do this we will, _____.</p> | |
| Curriculum and Instructional Standards for Learning | Do classrooms have sufficient teacher-student ratios to address the needs of all students including minoritized students, students with disabilities, and English language learners? | | <p>Example Goal Statement (if rating is ≤ 3)</p> <p>Teacher to student ratios accommodate the needs of all students including minoritized students, students with disabilities, and English language learners. To do this we will, _____.</p> | <p><u>Why America Needs High-Quality Early Care and Education</u></p> <p>This article stresses the need for a strengthened educational system for children zero to five, listing six research-based principles to assess early education programs.</p> |
| | Does the school provide opportunities for teachers to review and examine the curriculum to ensure that it is accurate , culturally relevant, and inclusive for the students in their classrooms? | | <p>Example Goal Statement (if rating is ≤ 3)</p> <p>Teachers and school leaders regularly review curriculum to ensure cultural relevance. To do this we will, _____.</p> | |



Some school texts perpetuate direct harm by stating things that aren't true such as the infamous textbook that mentioned Indigenous Americans "gave their land" to incoming colonizers, or sex ed textbooks that say the best way to prevent HIV is to "get a good night's sleep."

news.harvard.edu/gazette/story/2020/09/harvard-historian-examines-how-textbooks-taught-white-supremacy/
news.uchicago.edu/story/11-books-examine-history-racism-america

| Domain | Essential Question | Rate your School from 0-4 | Reflections for Action | Resources |
|--|---|---------------------------|--|---|
| Curriculum and Instructional Standards for Learning (continued) | Does your school support teacher efforts to enhance existing instructional content with materials that include diverse identities and incorporates an equity lens? | | <p>Example Goal Statement (if rating is ≤ 3)</p> <p>Teachers are given opportunities to support efforts to enhance existing instructional content with materials that include <u>diverse identities and incorporates an equity lens</u>. To do this we will, _____.</p> | <p><u>How to incorporate diversity into the Curriculum</u></p> <p>In this article Dr. Rebecca Mark answers questions and gives strategies to incorporate diversity into a curriculum.</p> |
| | Does the school incorporate the contributions of different cultures and ethnic groups in required curriculum? Are there opportunities to celebrate student diversity? | | <p>Example Goal Statement (if rating is ≤ 3)</p> <p>The school recognizes contributions of different cultures and ethnic groups to the community and provides opportunities to celebrate diversity. To do this we will, _____.</p> | <p><u>Integrating Components of Culture into Curriculum Planning</u></p> <p>This article describes effective ways to implement aspects of culture into curriculums, emphasizing interactive methods to ensure that cultural elements are absorbed by students.</p> |
| | Does the school identify and provide opportunities for teachers to explore and address conditions that are more vulnerable to effects of <u>implicit bias</u> ? | | <p>Example Goal Statement (if rating is ≤ 3)</p> <p>Teachers are given opportunities to explore and address conditions that are more vulnerable to effects of implicit bias. To do this we will, _____.</p> | <p><u>A Look at Implicit Bias and Microaggression</u></p> <p>A primer on the impact of implicit biases in schools and how they can be expressed by students and faculty.</p> |



implicit bias

Implicit biases are attitudes or stereotypes we hold about individuals or groups that are subconscious. Implicit biases impact the way we interact with each other, and our decision making. Our decision making is especially vulnerable to implicit biases when we are stressed, tired, dealing with ambiguous information, or making decisions quickly. These times are called “vulnerable decision points.”

apadiv15.org/wp-content/uploads/2021/07/Practice-Brief-Rimm-Kaufman-Thomas.pdf
kirwaninstitute.osu.edu/implicit-bias-training

| Domain | Essential Question | Rate your School from 0-4 | Reflections for Action | Resources |
|----------------|---|---------------------------|---|---|
| School Climate | <p>Are school values, rules and cultural expectations translated into any languages needed to be accessible to families? Are the values, rules, and cultural expectations easy to find for those with and without access to the school website?</p> <p>Do students and families, including those from historically marginalized groups, have opportunities to provide input on school values, rules, and climate?</p> | | <p>Example Goal Statement (if rating is ≤ 3)</p> <p>School values, rules, and culture expectations are available and accessible to families in languages needed for families. To do this we will, _____.</p> <p>Example Goal Statement (if rating is ≤ 3)</p> <p>Students and families are given opportunities to provide input on school values, rules, and climate. To do this we will, _____.</p> | <p><u>What can schools do to motivate students?</u> In-depth guide for teachers and schools to increase motivation in the classroom.</p> |
| | <p>Are the values held by the school administration explicitly articulated? Is there a check for understanding by the students?</p> <p>Are there efforts to ensure that every student feels a sense of belonging or value in school, particularly those students historically marginalized such as racially and ethnically minoritized youth?</p> | | <p>Example Goal Statement (if rating is ≤ 3)</p> <p>The mission and values of the school are explicitly articulated and understood by students and families. To do this we will, _____.</p> <p>Example Goal Statement (if rating is ≤ 3)</p> <p>The school monitors student sense of belonging. To do this we will, _____.</p> | <p><u>National Child Traumatic Stress Network</u> A factsheet for creating supportive environments for children who have experienced trauma.</p> |
| | <p>Is there agreement across administrators, teachers, students, and parents about standards of school safety? Do the school's efforts to create a safe environment for all students include explicit policy regarding discrimination based on race, ethnicity, ability, socio-economic status, religion, gender, and sexuality?</p> | | <p>Example Goal Statement (if rating is ≤ 3)</p> <p>The elements of school safety are explicitly articulated and include the vantage point of all stakeholders including teachers and students. There is an appreciation of how feelings of safety may differ based on experiences of discrimination based on race, ethnicity, ability, socio-economic status, religion, gender and sexuality and families. To do this we will, _____.</p> | <p><u>How to Make Schools Safer Without Additional Physical Security Measures</u> This article gives guidance on enhancing school safety, without relying on more security measures and instead improving a school's climate.</p> <p><u>Helping Youth After Community Trauma: Tips for Educators</u> This infographic gives methods that educators can help students dealing with ten different potential trauma responses.</p> |

| Domain | Essential Question | Rate your School from 0-4 | Reflections for Action | Resources |
|-------------------------------|---|---------------------------|--|--|
| School Climate (continued) | Does the school feel safe not only physically but also psychologically for all youth? | | <p>Example Goal Statement (if rating is ≤ 3)</p> <p>The elements of psychological safety are explicitly articulated and include the vantage point of all stakeholders including teachers, students. There is an appreciation of how perceptions of safety may differ based on experiences including discrimination based on race, ethnicity, ability, socio-economic status, religion, gender and sexuality and families. To do this we will, _____.</p> | <p><u>School Survey Compendium</u> This website is a compendium of many different school climate surveys.</p> |
| | How is school climate assessed? Are focus groups and alumni surveys used to supplement student feedback? How are specific student demographic groups ensured representation in input, especially when they are in the minority in the school? | | <p>Example Goal Statement (if rating is ≤ 3)</p> <p>School climate is regularly assessed through multiple methods reaching all stakeholders. To do this we will, _____.</p> | <p><u>School Based Mental Health</u> This article provides evidence for the benefits of mental health services in schools and supplies different ways to help schools implement these services into their curriculums.</p> |
| | Do students and staff have easy access to school-based mental health professionals with expertise in inclusive and affirming therapeutic practice? | | <p>Example Goal Statement (if rating is ≤ 3)</p> <p>School-based mental health professionals have expertise in inclusive and affirming therapeutic practice and are readily accessible to students and staff. To do this we will, _____.</p> | <p><u>Safeguarding student mental health</u> COVID-19 and its repercussions are shining a light on the critical need for school-based mental health services</p> |
| | Does the school connect with parents and community to communicate goals for diversity in the classroom? | | <p>Example Goal Statement (if rating is ≤ 3)</p> <p>The School communicates goals with parents and the community. To do this we will, _____.</p> | |



psychological safety

One of the keys of psychological safety is that people feel comfortable voicing their opinions and do not fear being judged. bit.ly/psychologically-safe-classroom

| Domain | Essential Question | Rate your School from 0-4 | Reflections for Action | Resources |
|-------------------------------|--|---------------------------|---|--|
| School Climate (continued) | <p>Does the school provide opportunities for teachers to learn how to address microaggressions directed against protected groups, including minoritized individuals including school professionals and students?</p> <p>Does the school connect with parents and community to communicate goals for diversity in the classroom?</p> <p>Are processes for access to enrichment classes and advanced courses like Advanced Placement (AP) or International Baccalaureate (IB) widely known?</p> <p>Are minoritized students well represented in enrichment classes and advanced courses like AP/IB?</p> | | <p>Example Goal Statement (if rating is ≤ 3)</p> <p>Teachers are given opportunities to recognize and address microaggressions directed against students and professionals. To do this we will, _____.</p> <p>Example Goal Statement (if rating is ≤ 3)</p> <p>The School communicates goals with parents and the community. To do this we will, _____.</p> <p>Example Goal Statement (if rating is ≤ 3)</p> <p>Processes for access to enrichment and advanced courses are clearly communicated and barriers to access are minimized. To do this we will, _____.</p> <p>Example Goal Statement (if rating is ≤ 3)</p> <p>Demographics of all classes in the school reflect the community served, and if not, the issue is acknowledged and addressed. To do this we will, _____.</p> | <p><u>Teacher-Parent Communication Strategies to Start the Year Off Right</u> This article shares tips on topics ranging from communication to social media usage to help educators improve their relationships with parents.</p> <p><u>How to Make AP Classes Accessible and Equitable: District Leaders Share Strategies</u> This article proposes strategies from educators at the College Board's AP annual conference to enable more kids to be able to take and excel in Advanced Placement courses.</p> <p><u>How to Make AP STEM Classes More Diverse and Inclusive</u> This article presents several strategies to overcome the systemic divide that keeps African American and Latino students out of AP STEM classes.</p> |
| Discipline | If there is a disparity in school push out , and are resources and policies applied to rectify the problem? | | <p>Example Goal Statement (if rating is ≤ 3)</p> <p>School resources are dedicated to rectifying disparities. To do this we will, _____.</p> | <p><u>Quality Schools Action Framework</u> This shares a useful infographic of a model to support students and reduce school pushout rates.</p> |



microaggressions

Microaggressions are defined as every day, subtle, intentional or unintentional interactions or behaviors that communicate some sort of bias toward historically marginalized groups. bit.ly/teach-kids-about-microaggressions



push out

School pushout refers to formal and informal practices that remove students from classroom instruction. Formal removal may include in and out of school suspension or expulsion. Informal push out often occurs when a student is noted to “have a bad day” resulting in a stay in the counselors/nurse/principal’s office or the family may receive a call asking for a voluntary pick-up.

| Domain | Essential Question | Rate your School from 0-4 | Reflections for Action | Resources |
|---------------------------|---|---------------------------|--|--|
| Discipline (continued) | <p>Do teachers and administrators hold the same behavioral expectations for all students?</p> <p>Are school rules and expectations explicitly stated? Do students understand any “hidden norms” of the school (i.e., expectations schools have of students that are not codified in any policies)?</p> <p>Are school rules applied and enforced equitably?</p> <p>Has your school identified <u>vulnerable decision points</u>, or places where teachers may need extra support when engaging in classroom management to help reduce the role racial and ethnic bias may play in educators’ decision making around student behavior?</p> | | <p>Example Goal Statement (if rating is ≤ 3)</p> <p>Behavioral expectations are the same for all students. To do this we will, _____.</p> <p>Example Goal Statement (if rating is ≤ 3)</p> <p>School rules and expectations are explicitly stated. To do this we will, _____.</p> <p>Example Goal Statement (if rating is ≤ 3)</p> <p>School rules are applied equitably. To do this we will, _____.</p> <p>Example Goal Statement (if rating is ≤ 3)</p> <p>The school has identified vulnerable decision points, or places where teachers may need extra support when engaging in classroom management to help reduce the role racial and ethnic bias may play in educators’ decision making around student behavior. To do this we will, _____.</p> | <p><u>Framework for Increasing Equity in School Discipline</u></p> <p>This article provides a framework for supporting equality within discipline in schools and reducing disparities.</p> <p><u>What Schools Need Now: Relational Discipline</u></p> <p>This article provides educators with data and definitions regarding relational discipline, with an emphasis on student engagement.</p> <p><u>Evidence-based Classroom Behaviour Management Strategies</u></p> <p>This is a short research paper on behavior management strategies that may prevent disciplinary action.</p> |



vulnerable decision points

Specific interactions that are more susceptible to the effects of implicit bias on decision making.

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| Domain | Essential Question | Rate your School from 0-4 | Reflections for Action | Resources |
|---------------------------|--|---------------------------|--|---|
| Discipline (continued) | <p>Does the school engage in <u>restorative and/or transformative justice practices?</u></p> <p>If removal suspensions or expulsions are used, are they distributed equitably across student groups in response to the same infractions? Are students encouraged to see school counselors, social workers, or school psychologists before such measures are taken?</p> <p>Are school discipline data (i.e., office referrals, in-school suspension, out-of-school suspension, expulsion) tracked regularly and disseminated publicly? Are they disaggregated by race, including Asian and Pacific Islander youth?</p> | | <p>Example Goal Statement (if rating is ≤ 3)</p> <p>The school provides alternatives to punitive discipline actions. To do this we will, _____.</p> <p>Example Goal Statement (if rating is ≤ 3)</p> <p>Disciplinary actions are distributed equitably across student groups. To do this we will, ensure that there is no racial or ethnic difference in who is removed from school as compared to those who receive support by _____.</p> <p>Example Goal Statement (if rating is ≤ 3)</p> <p>School discipline data is tracked regularly and publicly available. To do this we will, _____.</p> | <p><u>Do Restorative Justice Practices Work?</u> This article provides a mix of anecdotal and qualitative evidence that restorative justice practice are much more effective at reducing arrests and future misbehaviors than zero tolerance policies.</p> <p><u>Discipline Disparities: A research to practice collaborative</u> This research paper from the Discipline Disparities Research to Practice Collaborative discusses interventions and tools that can be used to counter disparities in disciplinary actions. It focuses on problem-solving and support for students facing school removal.</p> <p><u>Using School Discipline Data to Pinpoint Concerns and Track Progress</u> This pdf details a plan that can be used to answer if discipline is being used disproportionately against certain racial or ethnic groups and if discipline is being used effectively at all.</p> <p><u>A Data-Driven Approach Turns School Discipline Around</u> This article shows how evidence based practices can help improve school culture and reduce suspensions/expulsions.</p> |
| Policy Climate | Does the school/school include diversity and equity goals in their strategic plans? If so, what resources are allocated to advancing these goals? | | <p>Example Goal Statement (if rating is ≤ 3)</p> <p>The school/school includes diversity and equity goals in their strategic/school improvement plan. The resources to advancing these goals are described. To do this we will, _____.</p> | <p><u>High-Quality Early Childhood Programs Can Change Lives</u> This article explains how high-quality early childhood programs are worth the investment as research shows many positive short-term and long-term effects from these programs.</p> |



restorative and/or transformative justice practices

Restorative and transformative justice practices are attempts to empower individuals and mend relationships. In schools restorative and transformative justice approaches are used as an alternative to exclusionary discipline practices and zero tolerance policies. Restorative justice frameworks focus on individuals while transformative justice both empowers individuals to address a situation while addressing larger socio-political contexts.

| Domain | Essential Question | Rate your School from 0-4 | Reflections for Action | Resources |
|-------------------------------|--|---------------------------|---|--|
| Policy Climate (continued) | <p>Does the school administration, curricular, and mental health leadership solicit input from all constituents of the community on policy decisions including from students, families, teachers, and school staff?</p> <p>Does school policy foster active integration of students in the school community?</p> <p>Do special education services fully integrate students with disabilities into the school community?</p> | | <p>Example Goal Statement (if rating is ≤ 3)</p> <p>The school/school includes input from all constituents. To do this we will, _____.</p> <p>Example Goal Statement (if rating is ≤ 3)</p> <p>The school/school policies explicitly fosters integration of students in the school community. To do this we will, _____.</p> <p>Example Goal Statement (if rating is ≤ 3)</p> <p>Special education services explicitly fosters integration of students in the school community. To do this we will, _____.</p> | <p><u>5 Steps to Better School/Community Collaboration</u> This article explains importance of a supportive community for school development and five steps to develop better community collaboration.</p> <p><u>Tips for Fostering Healthy Integration of Newcomers to the U.S.</u> This article gives advice on how to make integration of other cultures into schools a more seamless transition through creating a welcoming culture that makes the student feel like they belong without having to change themselves in a cultural or linguistic context.</p> <p><u>How Teachers Can Make the Classroom More Accessible for Students with Disabilities</u> The article suggests ways teachers can make their classrooms more inclusive for students with disabilities.</p> <p><u>Academic Supports and Tutoring</u> This article provides a resource guide supporting students.</p> |



active integration

The use of deliberate policies and practices to build a better education system that gives students access to diverse learning environments, equitable resources, and school cultures that affirm their identities.

School integration, by race and socioeconomic status, goes to the very purpose of public education in the United States: to promote social mobility in the economy and social cohesion in our democracy. At the same time, school integration offers a third benefit: it is among the most cost-effective ways of promoting better outcomes for students.

<https://tcf.org/content/report/bold-agenda-school-integration>

<https://tcf.org/content/report/school-integration-america-looks-like-today>

It is important to acknowledge that schools and communities are ever changing, and work on these issues will be ongoing. We suggest periodically revisiting the plan and monitoring progress.

The following links include Curriculum Scorecards some schools use to determine if the curriculum they are adopting increases Culturally Responsive practices:

- ELA Curriculum
bit.ly/ela-curriculum
- STEAM Curriculum
bit.ly/steam-curriculum
- Toolkit
bit.ly/culturally-responsive-curriculum-scorecard-toolkit

References

- Indigenous Peoples at the United Nations
www.un.org/development/desa/indigenouspeoples/about-us.html
- Centers for Disease Control and Prevention
www.cdc.gov
- A conceptual framework for action on the social determinants of health
nccdh.ca/resources/entry/a-conceptual-framework
- A pathway to teaching for paraprofessionals of color
doi.org/10.1177/00317217211058508
- Incorporate diversity into the curriculum
www.fcs.uga.edu/docs/Incorporate_Diversity_into_the_Curriculum.pdf
- Ethnic and Racial Disparities in Education: Psychology's Contributions to Understanding and Reducing Disparities
www.apa.org/ed/resources/racial-disparities
- What Is the Difference Between AP and IB Courses?
bit.ly/difference-between-ap-and-ib-courses
- Bueller? Bueller? How to Create an Engaged, Psychologically Safe Classroom
bit.ly/psychologically-safe-classroom