

Updated December 8, 2021

## **Board of Education Equity Policy**

Each Lee's Summit R-7 School District (LSR7) student deserves an equitable education. The Lee's Summit Board of Education is uniquely positioned to prioritize educational equity in order to maximize each student's full academic and social potential in a school culture that maintains individual dignity and promotes a sense of belonging.

Educational equity involves the intentional allocation of resources, instruction, and opportunities according to need. We recognize that based on factors including, but not limited to, citizenship status, disability, ethnicity, gender, gender identity (including gender expression), language, mental and physical ability, national origin, race, sexual orientation, and/or socio-economic status our students may be deprived of equitable educational opportunities. While complex societal and historical factors contribute to the inequities our students face, rather than perpetuating disparities, LSR7 strives to overcome inequity by providing all of our students with preparation for success in life.

It is the commitment of the Board of Education and the accountability of the Superintendent that:

The LSR7 school district cultivates educational equity by providing the LSR7 community:

1. individualized learning opportunities that facilitate personal growth;
2. relationships where inclusivity, belonging, and well-being are valued and prioritized;
3. partnerships that foster collaboration by cultivating dialogue and valuing feedback;
4. representation, affirmation, and support of unique identities and experiences.

The LSR7 school district will promote equitable educational experiences for our students by:

1. systematically gathering and using a broad range of data and stakeholder feedback to enhance equitable educational opportunities;
2. providing frequent, formative, growth-oriented feedback that affirms high academic expectations and support for each student through differentiated educational opportunities;
3. families, students, and staff working together to improve student learning through the evaluation and sharing of information and resources;
4. representing, affirming, and supporting students and staff identities to create authentic belonging and to proactively dispel stereotypes.
5. continually evaluating hiring practices, and the recruitment and retention of a diverse workforce.
6. building the individual and collective efficacy of staff through mandatory, continuous, equity training while supporting their personal well-being

The Board of Education holds itself and all LSR7 staff accountable for maintaining a culture of educational equity by:

- The Board directs the superintendent to develop and implement a system-wide equity plan with goals and accountability for academic improvement for our students.
- The Superintendent or designee will regularly report the progress on goals and intended outcomes to the Board, staff, students and other stakeholders.

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## Definitions:

- **Belonging:** Experiencing appreciation, validation, acceptance, and fair treatment within an environment. When people feel they belong they aren't distracted and worried about being treated as a stereotype or a singular part of their multidimensional personhood. (Cobb & Krownapple)
- **Dignity:** Equal human value and worth as well as an internal state of peace that comes with the recognition and acceptance of the value and vulnerability of all living things (Hicks, 2011 VIA Cobb & Krownapple)
- **Discrimination:** Conferring benefits upon, refusing or denying benefits to, or providing differential treatment to a person or class of persons in violation of law based on race, color, religion, sex, national origin, ancestry, disability, age, genetic information or any other characteristic protected by law, or based on a belief that such a characteristic exists. (BOE Policy AC)
- **Educational Equity:** Each student has the needed resources available to develop their full academic and social potential while maintaining dignity and a true sense of belonging. Working toward equity involves:
  - Removing the predictability of success or failure that correlates with any social or cultural factor
  - Interrupting inequitable practices, examining biases, and creating inclusive multicultural school environments for adults and children
  - Discovering and cultivating the unique gifts, talents and interests that every human possesses
    - (Modified from: [National Equity Project](#))
- **Gender Expression:** The way in which a person expresses their gender identity, typically through their appearance, dress, pronouns, and behavior. (adapted from [Oxford](#))
- **Inclusivity:** providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized, such as those having physical or mental disabilities or belonging to other marginalized groups. (adapted from [Child Family Resources](#))
- **Stereotype:** Exaggerated or distorted beliefs about the characteristics, attributes, and behaviors of individuals and communities that categorize individuals and communities into singular, pejorative terms. (CSSP, 2019).
- **Wellbeing:** Wellbeing is the integration of one's body, mind and spirit. It is being able to personally manage the various dimensions of wellbeing to include: mental, emotional, financial, physical, purpose, relationships and career in order to live a balanced life. ([LSR7 District Website](#))

## Linked District Documents

- [Comprehensive School Improvement Plan \(CSIP\)](#)
- [LSR7 Equity Plan](#)
- [Beliefs and Commitment](#)