



## EQUITY LEADERSHIP TEAM (ELT)

**AGENDA**  
**June 26, 2014**

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1. Welcome/Introductions
2. Continuing the conversation - update
3. Educational Equity Policy
4. Our Plan for 2014-2015
5. Wrap-up
  - a. Next Meeting:

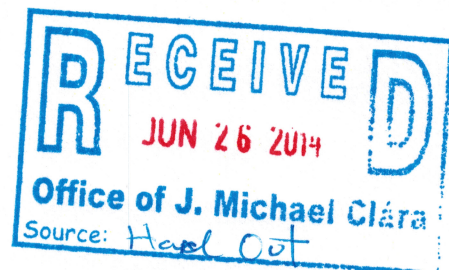
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# I-10: Administrative Procedures

## Educational Equity and Advocacy



### REFERENCES

[Board Policy I-10](#)

### DEFINITIONS

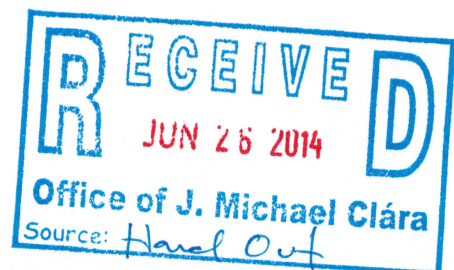
**Advocacy:** Creating the structure, academically and socially, that provides the support necessary for raising student achievement.

**Diverse/Diversity:** Includes characteristics of persons including, but not limited to: race, culture, color, creed, religion, national origin, gender, mental and physical ability, age, citizenship status, sexual orientation or affectional preference, gender identity or expression, economic status, veteran's status, and any other protected class in conformance with federal, state and local laws.

**Educational Equity:** Based on the principles of fairness and justice in allocating resources, opportunities, treatment, and success for every student. Educational equity programs promote the real possibility of equality of educational results for each student and between diverse groups of students. Equity strategies are planned, systemic, and focused on the core of the teaching and learning process.

### PROCEDURES FOR IMPLEMENTATION

- I. The district strives to provide every student with equitable access to high quality and culturally relevant instruction, curriculum, support, facilities, and other educational resources; accomplishing this goal may necessitate differentiating resources.
- II. The district strives to create multiple pathways to success in order to meet the needs of our linguistically and culturally diverse students. The district shall actively encourage, support, and expect high academic achievement for all students regardless of their demographic groups.
- III. The district actively works to recruit, employ, support, and retain culturally and linguistically diverse and culturally competent administrative, instructional, and support personnel. Professional development shall be developed and provided on a continuing basis to identify and resolve problems associated with the student achievement gap and other inequities arising from disparities. The district shall also actively strive to have our teacher and administrator workforce reflect the diversity of its students and communities.
- IV. The district shall work to correct any practices, including assessment, that lead to the over-representation of diverse students groups in areas such as special education and discipline, and the underrepresentation of those same groups in programs such as gifted and talented, and advanced placement.
- V. All staff and students shall be given the opportunity to understand identity issues, and the impact of each individual's own racial, cultural, and linguistic identity on themselves and others.
- VI. The district shall welcome and empower the district's diverse students and families, including underrepresented families (including those whose first language may not be English) as essential partners in their students' education, shared governance, and appropriate decision-making processes. The district strives to create welcoming environments that reflect and support the racial, cultural and linguistic diversity of the student population and community. The district will also include and involve other partners who have demonstrated culturally-specific expertise such as government agencies, non-profit organizations, businesses, and community members in order to help achieve educational goals for students.
- VII. The district shall provide advocacy programs and supports for students with specific outcome goals and progress targets based on student achievement data. The district shall identify gaps in services for students to determine possible program development or appropriate interventions.



No district employee or student shall be subjected to discrimination in employment or any district program or activity on the basis of age, color, disability, gender, gender identity, genetic information, national origin, pregnancy, race, religion, sexual orientation, or veteran status. The district is committed to providing equal access and equal opportunity in its programs, services and employment including its policies, complaint processes, program accessibility, district facility use, accommodations and other Equal Employment Opportunity matters. The district also provides equal access to district facilities for all youth groups listed in Title 36 of the United State Codes, including scouting groups. The following person has been designated to handle inquiries and complaints regarding unlawful discrimination, harassment, and retaliation: Kathleen Christy, Assistant Superintendent, 440 East 100 South, Salt Lake City, Utah 84111, (801) 578-8251. You may also contact the Office for Civil Rights, Denver, CO, (303) 844-5695.



# Board Policy I-10: Educational Equity and Advocacy

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## REFERENCES

[Administrative Procedures for Board Policy I-10](#)  
[Title VI of the Civil Rights Act of 1964](#)

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## THE POLICY

It is the policy of the Salt Lake City School District Board of Education to provide educational equity for all students and to advocate for every student. The district is committed to offering services necessary to prepare students for a future of opportunities.

The purpose of this policy is to support and prioritize educational equity through district policies, programs, and services.

In pursuing educational equity, the district recognizes and seeks to teach the dignity and worth of all human beings, regardless of age, culture, ethnicity, gender, gender identity, mental or physical abilities, national origin, race, religion, socioeconomic status, or sexual orientation. This pursuit of equity requires a district-wide commitment to the use of culturally and linguistically responsive practices and instructional approaches to support all students in achieving at the highest levels.

The district will provide opportunities for community-based organizations, businesses, cultural organizations, the Utah State Office of Education, and institutions of higher learning to cooperate in developing and promoting educational equity and advocacy.

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