

# Arlington Public Schools Equity Plan

for social, racial and educational justice

## **INTRODUCTION:**

The pursuit of equity, inclusion, and social justice in Arlington is a journey and characterized by ongoing struggles and victories. This pursuit is motivated by an unwavering commitment to ensure every student in Arlington is educated, prepared, and inspired to graduate and seek their full potential as life long-learners.

During the last five years, Arlington Public Schools has engaged in conversations to define equity in order to ensure we are striving for equity in every action we take. Arlington's collective definition of equity is, "Providing access, opportunity and supports for learning and removing barriers from learning for EACH student."

The APS Equity Plan is designed to ensure an equity lens is used to look at and inspect every aspect of our system to ensure that we are using equitable practices everywhere so that EACH student succeeds.

Throughout this Equity Plan there are embedded links (indicated by underlined blue text like this: [Example](#)) to additional resources and/or documents. These links can also be found in the Resource Section at the end of this document.

## OVERVIEW:

In October of 2019, Arlington Public Schools' School Board adopted an [Equity Policy](#) aligned to the District [Strategic Plan](#) for the purpose of ensuring equitable practices across our system. As we engage in this important equity work we will:

- Establish a District Community Equity Team (DCET) who meets regularly
- Engage in equity audits to evaluate and assess our current equity needs
- Develop, implement, review and modify the Equity Plan components as needed
- Identify and address Equity Gaps
- Evaluate policies, practices and conditions using an equity lens and revise where needed

During the 2019-20 school year, the District Advisory Council for Education (ACE) Committee was tasked with developing a draft Equity Plan to identify essential actions to operationalize the next steps in progressing toward more equitable practices and outcomes in Arlington Public Schools.

During the 2020-21 school year, the District Community Equity Team (DCET) was established with representatives from key stakeholder groups including administrators, staff, students, parents, and community members. DCET members joined the ACE Committee's efforts to continue developing, refining and finalizing the draft Equity Plan and provide input for the development and implementation of policies and practices designed to improve equity system-wide. Stakeholders are recruited to ensure necessary representation.

The Arlington Public Schools' Equity Plan is based on research from Washington Association of School Administrators (WASA), and Hanover Research, published in February 2020 for districts to use entitled "[Best Practices for Equity Plans](#)." The Equity Plan was developed with input and support from collective voices including the APS School Board, members of ACE Committee, DCET members, Cabinet, Expanded Cabinet and the District Leadership Team (DLT). Student voice and peer experiences are meant to elevate voices. We hope to hear all perspectives and allow everyone for their voice to be heard. We do not want to speak for others. The Equity plan is a living document and will be visited annually with modifications made as needed.

Arlington Public Schools is reviewing the concept of [Universal Design for Learning](#) (UDL), [a framework](#) to improve and optimize teaching and learning for all people based on scientific insights into how humans learn, capitalizing on voice and choice for all students, families, staff, and community members, i.e. for everyone involved in Arlington Public Schools. This Equity Plan incorporates the concepts of Universal Design for Learning. Additionally, it is a district professional learning outcome that all Arlington Public Schools staff be well-trained in Culturally Responsive Practices, in order to promote equitable practices for all students, families and our communities.

Arlington Public Schools remains committed to reducing inequities in our schools by eliminating barriers and providing access to resources and promoting curriculum that

Includes a history of racial and social discrimination to be successful. This includes embracing the [Non-Discrimination Laws of Washington State](#), which school districts are required to follow to ensure equitable practices, most notably Preventing and Addressing Discrimination in Student Discipline, and Prohibiting Discrimination in Washington Public Schools.

Arlington Public Schools is committed to ensuring equitable practices across our system. We will evaluate our policies, practices, and conditions through an equity lens so that barriers to learning are removed and increased access to an equitable learning environment is available for EACH student.

## EQUITY LENS

1. Do these policies, programs, practices and decisions align with the district's strategic plan and mission?
2. Who are the groups affected by this policy, program, practice or decision? And what are the potential impacts on these groups?
3. Does this policy, program, practice or decision worsen existing disparities or produce other unintended consequences?
4. How have you intentionally involved stakeholders who are also members of the communities affected by this policy, program, practice, or decision? Can you validate your assessments in (1) and (2)?
5. What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic, or managerial)
6. How will you (a) mitigate the negative impacts and (b) address the barriers identified above?

## E-GOAL 1 ~ PROFESSIONAL LEARNING, TRAINING & GROWTH

1.1 ~ Develop opportunities for cross-cultural conversations for all staff.

- Impact
  - Improved relations amongst employees and improve climate across district

1.2 ~ Provide assistance to all staff to engage in diversity and equity-related and inclusion activities

- Impact
  - Staff are willing to develop and engage in diversity and equity – related and inclusionary activities, projects and programs

1.3 ~ Develop and implement professional development opportunities focused on diversity, equity and inclusion that are aligned with the APS [District Professional Learning Outcomes](#) for ALL staff

- Impact
  - Staff will reflect, gain increased understanding of diversity, equity and inclusionary practices and apply what they have learned

1.4 ~ Provide professional development opportunities focused on specific strategic supports for student groups identified by the district audit analysis and diagnostic assessments.

- Impact
  - Improved grades, increased earned credits and increased assessment scores for identified student groups

1.5 ~ Provide training for all staff on evidence based strategies to address bullying and harassment

- Impact
  - Reduced incidents of bullying and harassment in all buildings
  - Train staff on restorative justice practices district-wide

## E-GOAL 2 ~ DEVELOP A DIVERSE & INCLUSIVE CURRICULUM

2.1 ~ Review curriculum materials being considered for adoption for bias, inclusion, culturally relevant content and multicultural perspectives

- Impact
  - Bias-free, inclusive and multicultural curriculum materials adopted

2.2 ~ Review existing curriculum for bias, multicultural perspectives, and culturally relevant content and identify where the curriculum needs to be supplemented and/or replaced

- Impact
  - Curriculum materials and/or supplemental materials include culturally relevant content and multicultural perspectives district wide
  - Any curriculum materials with bias will be supplemented and/or replaced (replacement will be no later than during the next adoption cycle)
  - Read Across America week (No longer called Dr. Seuss week) will be a celebration that is inclusive of authors and illustrators of colors so students across our country can see themselves in books

2.3 ~ Identify and make available ethnic studies materials and resources for use in grades kindergarten through twelve in order to provide students with the opportunity to become responsible and respectful global citizens.

- Impact
  - Increased knowledge and understanding of cultures, histories, and experiences of racial-ethnic groups

2.4 ~ Develop an implementation plan for Since Time Immemorial learning for all K-12 students

- Impact
  - Increased ongoing collaboration with Stillaguamish Tribe on curriculum
  - Increased Stillaguamish Tribe involvement in learning
  - Increased appreciation, awareness and understanding of the Since Time Immemorial learning for students and staff

2.5 ~ Staff will utilize [Learning for Justice - K-12 Social Justice Standards](#) to inform their lessons within existing district adopted curriculum and Common Core standards.

- Impact
  - Increased knowledge, understanding and application of K-12 Social Justice Standards for both students and staff

## E-GOAL 3 ~ CLOSE THE ACADEMIC ACHIEVEMENT & OPPORTUNITY GAPS

3.1 ~ Provide ongoing opportunities for principals and school staff to review and analyze data to identify achievement and opportunity gaps and identify strategies and efforts to address eliminating and closing the gaps.

- Impact
  - Staff regularly review academic achievement data to develop, implement and monitor a plan to address the gaps
  - Increased student success such as improved grades, increased earned credits, increased assessment scores, increased enrollment in programs such as honors, AP, college in the high school, Running Start, dual credit classes and increased enrollment in college/vocational/career, and career employment

3.2 ~ Engage in Equity Audits to assess equity needs in order to identify and implement instructional strategies, supports, programs, policies and practices to improve academic outcomes for EACH student and identified student groups such as English Language Learners (EL) and McKinney Vento (MKV, students with disabilities).

- Impact
  - Staff are equipped with the tools and information to identify specific needs for individual students and for student groups needing strategic interventions and supports
  - Increased student success such as improved grades, increased earned credits, increased assessment scores, increased enrollment in programs such as honors, AP, college in the high school, Running Start, dual credit classes and increased enrollment in college/vocational/career, and career employment

3.3 ~ Identify and provide specific strategies, interventions, and learning opportunities for students and student groups identified during the Equity analysis.

- Impact
  - Increased student success such as improved grades, increased earned credits, increased assessment scores, increased enrollment in programs such as highly capable, honors, AP, college in the high school, Running Start, dual credit classes and increased enrollment in college/vocational/career, and career employment

## **E-GOAL 4 ~ RECRUIT AND RETAIN DIVERSE AND CULTURALLY COMPETENT ADMINISTRATORS, TEACHERS, AND STAFF**

4.1 ~ Maintain a recruiting and hiring process (job posting/recruitment, screening, interview questions, etc.) to meet the district wide goal of hiring administrators, teachers and staff committed to equitable practices, reducing barriers and increasing access to high levels of learning and achievement for EACH student.

- Impact
  - Improved student learning and achievement
  - Increased hiring pool of candidates who are culturally competent
  - Increased diverse workforce
  - A staff ratio that more closely reflecting student demographics

## **E-GOAL 5 ~ STRENGTHEN PARENT & COMMUNITY PARTNERSHIPS**

5.1 ~ Strengthen engagement, connections, collaboration and partnerships with all families providing supports and resources to improve and enhance communications such as translations, interpreters and other methods and tools to improve communications.

- Impact
  - Family perspectives and input to make decisions to support students

5.2 ~ Provide opportunities and structures for all families to learn about their children's schooling and to share their "funds of knowledge" with the school community.

- Impact
  - Increased understanding by families of student's program
  - Increased understanding of the "funds of knowledge" each family brings to the school community

5.3 ~ Work collaboratively with other organizations to provide resources to students and families.

- Impact
  - Improve the collaboration with outside organizations to provide resources such as housing, food, transportation, interpretation/translation support and other support as needed

## E-GOAL 6 ~ FOSTER A SAFE, INCLUSIVE AND EQUITABLE SCHOOL COMMUNITY

6.1 ~ Regular review of discipline and suspension data

- Impact
  - Reduce disparities in referrals, suspensions and expulsions

6.2 ~ Assess and improve facilities, hallways and classrooms to ensure they are welcoming and inclusive

- Impact
  - Inclusive language and images evident in all buildings, signage, wall hangings, classrooms, offices, etc.
  - School facilities are accessible to ALL.

6.3 ~ Provide opportunity for students, staff, and families to give feedback regarding the school and district climate.

- Impact
  - Completion of climate surveys
  - Analysis of and action on results of Healthy Youth Survey

6.4 ~ Ensure that the Safe Schools Tip Line Information is well-distributed and includes specific language about reporting social and racial discrimination, hate speech, and other targeted behaviors

- Impact
  - Students and parents know how to report, what to report, and to whom to report bullying and harassment, and parents gain more trust in our process.



## **E-GOAL 7 ~ RESPECT AND VALUE DIVERSITY**

### 7.1 ~ Cultural celebrations and recognitions and learning

- Impact
  - Calendar of celebration and recognitions
  - Monthly learning and events for staff, families, and students, co-created by families, students, and staff
  - At the start of the first School Board meeting of each month, the School Board will acknowledge the ancestral lands of the Stillaguamish Tribe of Indians

### 7.2 ~ Expand Diversity and Equity awareness activities

- Impact
  - Increased participation in diversity and equity learning activities and opportunities to include school and district wide participation in recognizing and honoring heritage and diversity awareness months as well as observances such as MLK Jr. Day

### 7.3 ~ Increase Disability Awareness

- Impact
  - Increased participation district wide in disability awareness training and improved climate as evidenced by SEL/climate survey
  - Greater representation of students with disabilities in leadership roles

## **E-GOAL 8 ~ EMPOWER ALL STUDENTS TO ACHIEVE EXCELLENCE**

8.1 ~ Provide leadership opportunities for ALL students, especially students not traditionally represented who reflect our demographics

- Impact
  - Greater representation of students in leadership roles representing students not traditionally represented who reflect our demographics

8.2 ~ Develop opportunities for cross-cultural conversations for students

- Impact
  - Participation of students in events like an Annual Student Summit

8.3 ~ Provide learning opportunities for students focused on social justice, cultural awareness & responsiveness, and inclusion

- Impact
  - Increased student understanding of social justice, cultural awareness & responsiveness, and inclusionary practices

8.4 ~ Support a District/School level Peer Mentoring/Tutoring Program for students to address academic achievement

- Impact
  - Students and adults helping other students succeed; improved student outcomes

## APPENDIX A ~ DEFINITIONS

**Anti-racism** – Is to actively work against racism.

**Anti-racist schools** – Schools that teach the history of how oppressed peoples have been treated in America and support students of color and indigenous students and their families to talk about how they experience unfairness and discrimination in order to help heal from and challenge internalized racism.

**Assessment Inequity** - Students may be disadvantaged when taking tests or completing other types of assessments due to the design, content, or language choices, or because they have learning disabilities or physical disabilities that may impair their performance. In addition, situational factors may adversely affect test performance. For example, lower income students and/or students of color who attend schools that do not regularly use computers may be disadvantaged-compared to wealthier students with more access to technology at home or students who use computers regularly in school when taking tests that are administered on computers and that require basic computer literacy. Ensure that assessments are free of bias and if possible given in student's home language.

**Cultural Competence** - Cultural competence is the ability to understand and interact effectively with people from other cultures. To have multicultural competence, you need:

- A basic understanding of your own culture. (It's difficult to understand another's culture if you aren't familiar with your own.)
- A willingness to learn about the cultural practices and worldview of others.
- A positive attitude toward cultural differences and a readiness to accept and respect those differences.

**Cultural Inequity** - Students from diverse cultural backgrounds may be disadvantaged in a variety of ways when pursuing their education. For example, recently arrived immigrant and refugee students and their families may have difficulties navigating the public-education system or making educational choices that are in their best interests. In addition, these students may struggle in school because they are unfamiliar with American customs, social expectations, slang, and cultural references. Engage family and students in family cultural nights with food, music, educational posters from students on specific regions and groups that reflect our student and family demographic.

**Educational Equity** – Students of greatest need receive the greatest level of support to guarantee academic support. A school system that works to address the needs of each individual child.

**Equity** – At Arlington Public Schools we define equity as:

Providing access, opportunity, and supports for learning. Removing institutional barriers from learning.

**Familial Inequity** - Students may be disadvantaged in their education due to their personal and familial circumstances. For example, some students may live in dysfunctional or abusive households, or they may receive comparatively little educational support or encouragement from their parents (even when the parents want their children to succeed in school). In addition, evidence suggests that students whose parents have not earned a high school or college degree may, on average, underperform academically in relation to their peers, and they may also enroll in and complete post-secondary programs at lower rates. Familial inequities may also intersect with cultural and socioeconomic inequities. For example, poor parents may not be able to invest in supplemental educational resources and learning opportunities- from summer programs to test-preparation services-or they may not be able to pay the same amount of attention to their children's education as more affluent parents - perhaps because they have multiple jobs, or responsibilities to care for younger siblings, for example.

**Funds of Knowledge** - The skills and knowledge that have been historically and culturally developed to enable an individual or household to function within a given culture.

**Institutional/Systemic racism** – Is embedded as normal practice within an organization or society. It leads to discrimination in criminal justice, employment, housing, health care, political power, education and more. It is what occurs when prejudice and power combine to protect the interests of the discriminating racial group.

**Instructional Inequity** - Students may be enrolled in courses taught by less-skilled teachers, who may teach in a comparatively uninteresting or ineffective manner, or in courses in which significantly less content is taught. Students may also be subject to conscious or unconscious favoritism, bias, or prejudice by some teachers, or the way in which instruction is delivered may not work as well for some students as it does for others. Culturally responsive learning and teaching takes into perspective the demographics of each classroom and creates learning opportunities that provide voice, choice, and variability. One such way to provide culturally responsive learning could be through project-based learning. All voices need to be heard in the curriculum. We need to teach real histories from the first-person perspective, such as *Since Time Immemorial*, which is required by state law. Arlington Public Schools needs a tool to ensure that new curriculum adoptions are vetted to include all voices and perspectives. Ensure students receive racial and social justice learning according to the K-12 Social Justice Standards published by Southern Poverty Law Center. Include parent voice and perspective in enhancing current curriculum offerings.

**Linguistic Inequity** - Non-English-speaking students, or students who are not yet proficient in English, may be disadvantaged in English-only classrooms or when taking tests and assessments

presented in English. In addition, these students may also be disadvantaged if they are enrolled in separate academic programs, held to lower academic expectations, or receive lower-quality instruction because of their language abilities.

**Own Voices** –a term coined by the writer Corinne Duyvis, and refers to an author from a marginalized or under-represented group writing about their own experiences/from their own perspective, rather than someone from an outside perspective writing as a character from an underrepresented group.

**Programmatic Inequity** - School programs may be structured in ways that are perceived to be unfair because they contribute to inequitable or unequal educational results for some students. For example, students of color tend, on average, to be disproportionately represented in lower-level classes with lower academic expectations (and possibly lower quality teaching), which can give rise to achievement gaps or "cycles of low expectation" in which stereotypes about the academic performance of minorities are reinforced and perpetuated because they are held to lower academic standards or taught less than peers.

**Race** – Socially invented meaning attached to a variety of physical attributes – skin, eye color, hair texture, bone structure of people in the US and elsewhere.

**Racism** – Conscious or unconscious – intentional or unintentional enactment of racial power – grounded in racial prejudice by an individual or group against another individual or group perceived to have lower racial status. “The day to day wearing down of the spirit,” Oprah Winfrey.

**Racist** – Person who subscribes to the belief that one set of physical characteristics is superior to another.

**Societal Inequity** – Non-dominant students (non-white students, students learning English, students with disabilities, LGBTQ+ students, for example) may be disadvantaged by preexisting bias and prejudice in American society, which both conscious and unconscious discrimination surfacing in public schools in ways that adversely affect learning acquisition, academic achievement, education aspirations, and post-graduation opportunities. While not always the case, inequity in education is most commonly associated with groups that have suffered from discrimination related to their race, ethnicity, nationality, language, religion, class, gender, gender identity, sexual orientation, or disabilities. Ensuring that biases, microaggressions, and prejudices are addressed when they occur in schools and school-sponsored events, such as incidents happening in hallways. Uplifting the non-dominant cultures through such ideas as photo-spotlighting, or student of the week, or in other ways. Elevate non-dominant student voices.

**Socioeconomic Inequity** - Evidence suggests that students from lower-income households, on average, underperform academically in relation to their wealthier peers, and they also tend to have lower educational aspirations and enroll in college at lower rates (in part due to financial considerations). In addition, schools in poorer communities, such as those in rural or disadvantaged urban areas, often have comparatively fewer resources and less funding, which can lead to fewer teachers and educational opportunities as well as outdated or dilapidated school facilities. Ensure equitable access to resources provided by the school and community, such as, waived fees, meals til Monday, school supplies, technology, access to the Internet, etc.

**Staffing Inequity** - Wealthier schools located in more desirable communities may be able to hire more teachers and staff, while also providing better compensation that attracts more experienced and skilled teachers. Students attending these schools will likely receive a better-quality education, on average, while students who attend schools in less desirable communities, with fewer or less-skilled teachers, will likely be at an educational disadvantage. Staffing situations in schools may also be inequitable in a wide variety of ways. In addition to potential inequities in employment - e.g., minorities being discriminated against during the hiring process, female educators not being promoted to administrative positions at the same rates as their male colleagues- students may be disadvantaged by a lack of diversity among teaching staff. For example, students of color may not have educators of color as role models, students may not be exposed to a greater diversity of cultural perspectives and experiences, or the content taught in a school may be culturally limited or biased-e.g., history being taught from an exclusively Eurocentric point of view that neglects to address the perspectives and suffering of colonized countries or enslaved peoples. Ensure that recruiting, hiring, and sustaining staff of color is embedded in policies and practices throughout Arlington Public Schools to increase the staff of color in our district and ensure a more proportional ratio to the student demographics represented. There needs to be adequate funding to provide staffing to match student demographics. Evaluate staff, school and district administrators to ensure they are all engaging in their duties with a racial and social justice lens.

**Unaware/inherent bias** – The habit or learned stereotypes about people that are formed without realizing it.

## APPENDIX B ~ QUESTIONS

Questions to ponder as we work through our Equity Plan

- Do we provide opportunities for input, perspective, history, and truth?
- What is our current reality?
- What can we do differently?
- How does our equity work align with our cycle of continuous improvement?
- What are our motives for doing equity work? Are we here to “save” students from their deficits? Or, are we here to provide access to educational opportunities that honor students to maintain their individual identities, cultural identities, and ways of knowing?
- Do we provide a rigorous curriculum at all schools?
- Do we supply additional supports to struggling students and ensure all students get the assistance needed?
- Do we offer advanced courses and give equitable access to all students?
- Are teaching multi-culturally relevant content, i.e. contributions/struggles of Black Americans, Indigenous Peoples, Women, Disabled, as a normal part of our history curriculum?
- Are there plans to broaden the implementation of Since Time Immemorial to more levels than the middle school level?
- How well do our students perform overall, by school, and by student group?
- Do we discipline student groups at similar rates?
- Do we suspend some student groups disproportionately?
- Do we provide training to all staff on recognizing one’s biases and how that would relate to disciplining students?
- Do we have enough mental health professionals in schools, especially at the middle and high school level?
- Do we collect additional disaggregated discipline data such as time excluded from class?
- Do we collect disaggregated discipline data for isolations and restraints?
- Do we offer students enough social-emotional supports, including trained counselors?
- Has the district considered a discipline review board so every incident is reviewed for bias and discrimination without parent request?
- Should the district be promoting restorative justice practices?
- Do we provide a positive learning environment to students and a positive working environment to staff?
- Do we need to provide more tools to administrators for bullying occurring with a racial bias?
- Which types of extracurricular opportunities do we offer, and do we give all students equitable opportunities to participate, i.e. transportation, cost, and language?
- Do we effectively engage staff, students, families, and the broader community?
- Have we developed strategies to address potential negativity around equity work?
- Do we equitably distribute teacher talents and skillsets across and within schools?

- Do all student groups have equitable access to effective teachers?
- How do teacher attributes relate to student academic achievement?
- How well do we support teachers to meet each student's individual needs academically and social-emotionally especially students not in the dominant group?
- Do we fund all schools adequately?
- Do we allocate funds to schools and programs according to equitable need?
- Do we monitor our progress?
- Do we make adjustments when needed?
- What theory of action and core principles are the basis for your plan?
- What root causes have you identified?
- What metrics did you choose to identify root causes, support chosen strategies, and assess performance in the future?
- What targeted strategies and sub-strategies for addressing equity gaps have you identified to address root causes? What initiatives and policies related to each strategy are in place or will need to be updated at the district and school levels?
- What curriculum is used in schools – what is celebrated/honored or what perpetuates oppressive consciousness? Do we need to change or add curriculum?
- What professional development needs are required to emphasize the work around equity, and what professional development would be offered or required by educators in Arlington Public Schools?
- How will you monitor your actions to ensure that low-income students and students of color are not taught at higher rates than other students by unqualified, out-of-field, inexperienced, or ineffective teachers?
- What resources (financial, human capital) will you use to support each strategy?
- What are the timelines and milestones for implementing the strategies and closing the equity gaps?
- How will we ensure that staff work in their certificated content areas in order to be most effective and are not teaching out of their field?
- What are the mechanisms for ongoing technical assistance, monitoring, and feedback?
- Who will be responsible for ongoing monitoring (e.g. a district committee, including representatives from stakeholder groups)?
- How do we adapt the plan to include component that we find are missing?
- How do we ensure that all non-dominant student groups are included in equity monitoring?
- How frequently will monitoring be conducted?
- How frequently, to which audiences, and through which mechanisms will you publicly report progress?
- What are the short-term and long-term performance metrics you will use to assess progress toward achieving your goals?
- What do we do to ensure that monitoring is happening annually?
- Implement Strategies to Eliminate Equity Gaps
- Monitor and Support the Equity Plan



## APPENDIX C ~ RESOURCES

Here is a list of resources embedded in this plan and other relevant resources

**Best Practices for Equity Plans** - Hanover Research. (2020). Best practices for equity plans, Hanover Research.

[Best Practices for Equity Plans](#)

**Equity Policy** - Arlington Public Schools. (2019). 2019 Equity Policy, Arlington Public Schools.

[Equity Policy](#)

**Non-Discrimination Laws of Washington State.**

[Non-Discrimination Laws of Washington State](#)

**Universal Design for Learning** - CAST. (2010). UDL at a Glance [Video]. YouTube.

<https://www.youtube.com/watch?v=bDvKnY0g6e4&t=1s>

[Universal Design for Learning](#) (UDL)

**Universal Design for Learning – A Framework**

[https://udlguidelines.cast.org/?utm\\_medium=web&utm\\_campaign=none&utm\\_source=cast-about-udl](https://udlguidelines.cast.org/?utm_medium=web&utm_campaign=none&utm_source=cast-about-udl)

**Arlington Public Schools Strategic Plan**

[Arlington Public Schools Strategic Plan](#)

**Educational Equity Discussion Guide** - To give each student equal opportunity for success, district leaders across the country are prioritizing equity in their strategic planning efforts. The Educational Equity Discussion Guide provides guiding questions that help support district and school leaders' critical equity conversations, ensure decision-making alignment with equity goals, and encourage strategies to integrate equity mindsets systemically.

[Educational Equity Discussion Guide](#)

**District Professional Learning Outcomes** – Arlington Public Schools has developed and implemented district-wide professional learning outcomes

[District Professional Learning Outcomes](#)

**Learning for Justice K-12 Social Justice Standards-** Social Justice Standards are a set of anchor standards and age-appropriate learning outcomes divided into four domains—identity, diversity, justice and action (IDJA). The standards provide a common language and organizational structure: Teachers can use them to guide curriculum development, and administrators can use them to make schools more just, equitable and safe. The standards are leveled for every stage of K–12 education and include school-based scenarios to show what anti-bias attitudes and behavior may look like in the classroom.

[Learning for Justice K-12 Social Justice Standards](#)

**Policy Equity Analysis Tool** - This review guide outlines six analytical domains to support the examination of regulatory documents (e.g., policies and procedures) with a particular focus on educational equity. Its purpose is to provide a process and tool by which stakeholders can engage in critical examination of and reflection on the policies that shape and inform daily practices.

[Policy Equity Analysis Tool](#)

**Equity Audit Tool** - An equitable school provides the climate, process, and content which enable students and staff to perform at their highest level. An equitable school ensures successful academic outcomes by providing equitable resources and appropriate instructional strategies for each student.

[Equity Audit Tool](#)

**Office of Superintendent of Public Instruction Report Card** – Data Reporting about Arlington Public Schools

[Office of Superintendent of Public Instruction Report Card](#)

**Equity Leadership Team Protocol** - An Equity Leadership Team is a group of committed individuals whose goal is “to ensure that each child receives what they need to reach their academic and social potential.”

[Equity Leadership Team Protocol](#)

**Leadership for Equity Assessment and Development (LEAD) Tool** - emphasizing 10 equitable practices that guide our Equity Team’s conversations, to help our Equity team operationalize practices to develop organizational leadership capacity for equity.

[Leadership for Equity Assessment and Development \(LEAD\) Tool](#)