EQUITY/DIVERSITY ACTION PLAN - GLOSSARY OF TERMS

The following definitions were used in the context of implementing the assessment and developing the diversity action plan.

Access

All students understand the cultural norms of school and have access to information and

resources so that they can choose to participate in all facets of school life, including academic

and social (for example, course content, clubs, sports, the college application process, taking

SATs).

Cultural Destructiveness

Using one's power to eliminate the culture of another.

Cultural Incapacity

Believing in the superiority of one's culture and behaving in such a way to disempower another's culture.

Cultural Blindness

Acting as if cultural differences don't matter or as if you differences aren't observed.

Cultural Pre-competence

Awareness of limitations one's skills or an organization's practices when interacting with

Other cultural groups.

Cultural Competence

Recognize differences, choose to accept and understand different cultures.

Cultural Proficiency

See the differences, willing to learn and adapt to different cultures.

Diversity

Diversity acknowledges that people are the same and different in many ways, including, but not

limited to race, ethnicity, gender identity, sexual orientation, socio-economic background,

religion, political persuasion, physical and cognitive ability, or other differences. When these

differences are addressed with inclusion, acceptance and respect, everyone benefits.

Equity

Additional resources are used where needed to ensure that all students have fair access.

Availability of information and resources is the right of all students. Staff, students and parents

are educated to their availability. (The committee recommends that, in the future, this

definition continue to be refined as part of the diversity action plan work.)

Inclusion

The intentional acts of inviting participation of others and/or removing barriers so that all

district stakeholders have the opportunity to be involved in school life.

Intercultural Awareness

The awareness of one's own culture while being aware of another's culture. It involves the ability of standing back from your own point of view and becoming aware of not only personal cultural values, beliefs and perceptions, but also those of other cultures.

Research-based

Research-based refers to the practices that have been supported through research that has

been peer-reviewed by educational professionals.

Student Achievement/Success

Through their K-12 years, students continually grow toward mastering this set of

skills and knowledge, meeting benchmarks set by their teachers, the district and the state to

measure progress. When students graduate from the Talawanda School District, they will have

the knowledge, skills and disposition to be engaged citizens and contributing members of our world community.