



LET'S ACHIEVE SUCCESS THROUGH EQUITY

PRINCIPLES OF EQUITY AND JUSTICE IN SCHOOLS

- Equity and justice in schools demands the respect for freedom of expression, freedom of religion, and freedom from all forms of discrimination.
- Children and youth have the right to a free, quality public education. Schools must continuously strive to improve the quality of education offered and to provide knowledge, critical thinking skills, and social and emotional competencies to students for them to be contributing members of a just, impartial, and fair society.
- Equitable and just schools promote the holistic health and well-being of all students, with particular emphasis on supporting children and families facing multiple barriers. This encompasses health promotion and education, access to quality health and social services, and parent/caregiver and community engagement.
- Health is a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity. The enjoyment of the highest attainable standard of health is one of the fundamental rights of every human being without distinction of race, religion, political belief, economic, or social condition (World Health Organization).
- Equitable and just schools value all children and youth equally, promote diversity and inclusion at all levels, and work to secure equitable opportunities for all students, particularly those facing discrimination, societal neglect, or disadvantages.
- Equitable and just schools promote and expand the knowledge and skills necessary to counter racism and any other form of discrimination or oppression.
- Equitable and just schools are restorative spaces using evidence-based practices to support positive behavior, create environments where students feel safe and included, and can heal and thrive. These schools reject punitive, coercive, and exclusionary disciplinary policies and practices, particularly those that differentially and negatively affect students of color.
- Equitable and just schools use inclusive curriculum and language in all instructions and communications.



KENTUCKY COALITION FOR HEALTHY CHILDREN

EQUITY VISION STATEMENT

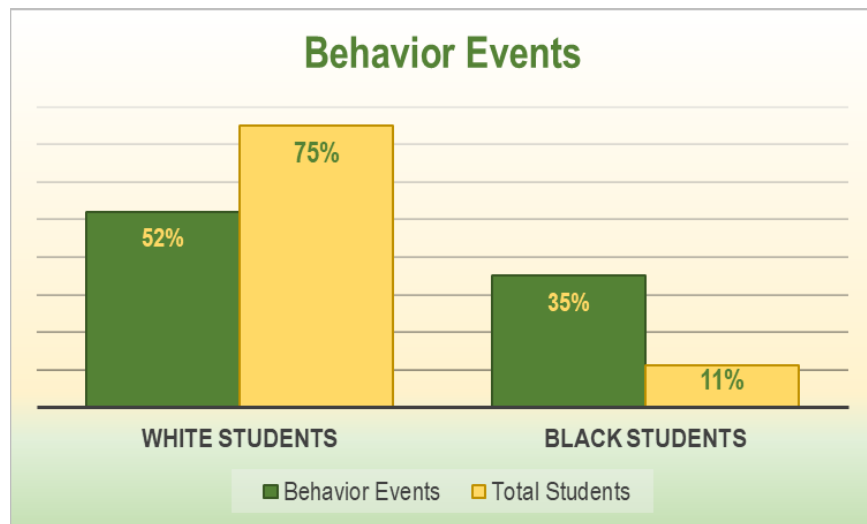
The Kentucky Coalition for Healthy Children envisions a Commonwealth where children, youth and their families live healthy, fulfilling lives and reach their full potential— free from poverty, violence, racism, and any form of discrimination or oppression.

EQUITY MISSION STATEMENT

The Kentucky Coalition for Healthy Children adopts the Annie E. Casey Foundation's understanding of equity as **the state, quality or ideal of being just, impartial and fair**, and strives to promote equity as an important part of its mission of improving health. Equity can only be achieved through structural and systemic changes, countering discrimination and embracing diversity and inclusion. The Coalition works to build awareness, solutions, and leadership for fairness and justice for all children, youth, and their families, resulting in access to equitable opportunities and outcomes.

KENTUCKY STUDENTS EXPERIENCE ALARMING INEQUITIES

DISCIPLINEⁱ



Discipline Resolutions	White Students (75% of Total Students)	Black Students (11% Total Students)
<i>In-school Removal</i>	49%	37%
<i>Out-of-School Suspensions</i>	55%	33%
<i>Restraint</i>	49%	36%
<i>Seclusion</i>	56%	33%
<i>Arrests (Legal Sanction)</i>	48%	41%

In-School Removal (INSR) – A removal from the student’s regular educational program or setting for disciplinary purposes and to another program or setting within the same school.¹

Arrest: Student is seized and taken into custody as a result of a behavior event that occurs on school premises, on school-sponsored transportation or at school functions. Custody is defined as physical custody of a person (such as an arrestee) whose freedom is directly controlled and limited by a law enforcement officer.¹

SAFE SCHOOL ENVIRONMENT

Anti LGBTQ Harassment and Assault in Kentucky Schoolsⁱⁱ

Percentage of LGBTQ Students Harassed or Assaulted in the Past Year Based on...

	Sexual Orientation	Gender Expression	Gender
<i>Verbal Harassment</i>	73%	59%	51%
<i>Physical Harassment</i>	31%	26%	24%
<i>Physical Assault</i>	11%	9%	8%

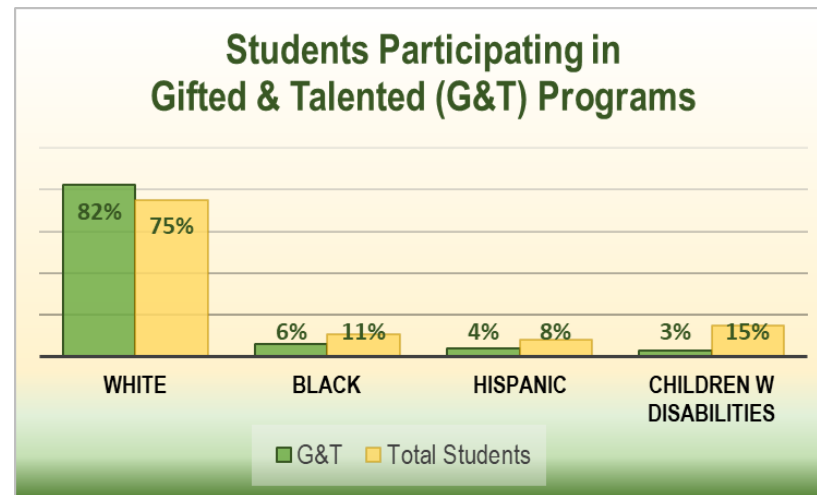
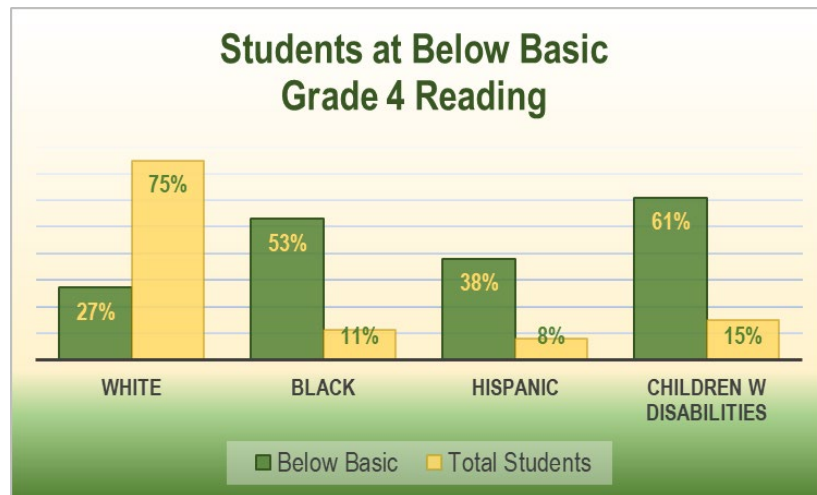
* Most LGBTQ students in Kentucky experienced anti-LGBTQ victimization at school, however most never reported the incident to school staff (56%). Only 21% of LGBTQ students who reported incidents said it resulted in effective staff intervention.



KENTUCKY STUDENTS EXPERIENCE ALARMING INEQUITIES

Safe School Environmentⁱⁱⁱ	White	Black	Hispanic/Latino
Percentage of high school students who did not go to school because they felt unsafe at school or on their way to or from school.	9%	10%	15%
Percentage of high school students who were threatened or injured with a weapon on school property.	6%	10%	11%
Percentage of high school students who reported there is at least one teacher or other adult in their school that they can talk to if they have a problem.	71%	62%	64%
Percentage of middle school students who reported there is at least one teacher or other adult in their school that they can talk to if they have a problem.	68%	59%	59%

EDUCATIONAL OPPORTUNITY^{iv}



ⁱ Kentucky Department of Education – School Report Card 2019-2020.

ⁱⁱ GLSEN – School Climate for LGBTQ students in Kentucky – 2019 State Snapshot.

ⁱⁱⁱ Kentucky Department of Education – Youth Risk Behavior Survey (YRBS). 2019 [https://education.ky.gov/curriculum/WSCC/data/Pages/Youth-Risk-Behavior-Survey-\(YRBS\).aspx](https://education.ky.gov/curriculum/WSCC/data/Pages/Youth-Risk-Behavior-Survey-(YRBS).aspx)

^{iv} For reading, the chart reflects 4th-graders Below Basic in red. The student performance on the National Assessment of Educational Progress (NAEP) fits into one of four categories: Below Basic, Basic, Proficient or Advanced.