



EQUITY STATEMENT

We believe the arts enlarges the field of freedom. Our continuing work at Arizona School for the Arts is to acknowledge and reject, and eradicate oppression in all its forms so that every student has full access to education that nurtures the development of their authentic selves. This work is dependent on every community member feeling safe, especially when learning and creating.

Term	Definition
Accountability	Accepting ownership for one's actions, taking restorative steps to repair the harm one has caused, and modifying one's behavior in accordance with equitable practices
Active Listening	A communication skill that involves going beyond simply hearing the words that another person speaks, but also seeking to understand the meaning and intent behind them.
Behavior Contract	A written agreement between a school official, student and often a parent/guardian that includes how the student will behave and what the appropriate consequences for inappropriate actions/outside of the rules.
Bias	Beliefs we hold about other individuals or groups and the way the beliefs can influence our actions
Community	A group of people who acknowledge a shared mission and purposefully implement this mission through care and empathy for one another, agreed upon goals, values, agreements, rules, and consequences
Counseling Referral	Recommendation for counseling from an outside resource
Cultural Appropriation	The use, by groups that have power, of another cultural practices in an exploitative, disrespectful, or stereotypical way.
Culturally Responsive Curriculum	Using students' customs, characteristics, experience, and perspectives as tools for better classroom instruction.
Discrimination	Action based on prejudice. These actions may include ignoring or avoidance, exclusion, ridicule, unequal treatment, or violence (DiAngelo). Can take place in obvious as well as not-obvious ways or unintended ways. Ex: If I have an internal prejudice about people in your group that makes me less comfortable around you, and so I avoid interacting with you, I am doing this "thing".
Diversity	An environment that fosters the inclusion of people from a range of socio-economic and ethnic backgrounds, genders, sexual orientations, and abilities etc.



Engagement	<p>A condition of emotional, social, and intellectual readiness to learn characterized by curiosity, participation, and the drive to learn Fredricks et al. (2004) identify three types of engagement:</p> <ul style="list-style-type: none"> • Behavioral engagement, which includes students observing community norms and participating in activities. • Emotional engagement, which includes students' feelings of interest, boredom, happiness, sadness, and anxiety. • Cognitive engagement, which is being present and ready to learn.
Equity	<p>Understanding that diverse communities consist of individuals with varying perspectives for which adjustments need to be made.</p>
Faculty Mentor	<p>Structured and trusting relationship between a student and a caring school faculty who offers guidance, support and encouragement</p>
Field of Freedom	<p>Freedom is the ability to make choices. An individual exercises their freedom when they are able to decide between two or more options. Field is the situation or system that creates the opportunity for individuals to use their freedom.</p>
Harm	<p>Physical, psychological, and/or emotional injury, distress, or fear; breaking of trust in a relationship and/or community.</p>
Harmed and Harm-doer	<p>Harmed: the person who is perceived as being harmed. Harm-Doer: The person perceived as causing harm to others. It is possible for someone to be both harmed and a harm-doer in a situation.</p>
Heal	<p>A process which must take place after an individual and/or community is harmed. The process allows the individual and/or community to grieve, rebuild and/or restore mutual understanding and common ground.</p>
Implicit Bias	<p>The attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. Activated involuntarily, without awareness or intentional control, biases can be either positive or negative. As humans we can all be influenced by unconscious bias.</p> <p>Similarity Bias: We prefer what is like us over what is different (Ex: "in" groups vs "out" groups, or association with those like ourselves indicative of race, gender identity, etc)</p> <p>Expediency Bias: We prefer to act quickly rather than take time</p> <p>Experience Bias: We equate our perception to be the ultimate truth</p> <p>Distance Bias: We prefer what's right in front of us than what is farther away (ex: listening to those immediately around us and not including voices of those outside of our immediate groups)</p>



	Safety Bias: We protect against loss more than we seek out gain
Inclusion	The action or state of bringing others in that are outside the social, academic, or art group that have previously been excluded
Inquiry	The ability to approach ourselves and others with a sense of curiosity; a willingness to question our own beliefs and perceptions.
Interaction	A situation where two or more people or things communicate with each other or react to each another
Interconnected	The idea that people are dependent on one another and that the action of one person impacts the potential experiences and actions of others.
Margins	Groups and communities that have been separated from power and resource that exist at the center of a community or society while those at the center have free access to both.
Mediation	A process where two individuals in conflict voluntarily meet with a trained adult facilitator in a non-judgmental and confidential space to talk about what specific issues are contributing to the conflict and attempt to restore the relationships and/or the harm caused.
Microaggressions	Subtle but offensive comments or actions directed at a member of a marginalized group, especially a racial minority that is often unintentionally offensive or unconsciously reinforces a stereotype. These may convey overt discrimination/racism, treat students as if they were invisible, and dismiss experiences of historically minoritized groups. Often, these terms and phrases are learned without awareness of their impact on others.
Minoritize(d)	Minimizing or blocking access to power and resources for certain people by people who have taken more power, creating margins in a society (example: Apartheid in South Africa; Jim Crow South, universal suffrage, multiracial marriage laws)
Multiple Truths	Recognition that in every situation that involves more than one person , each individual has a unique perspective which should be shared, honored, and heard.
Needs	A tangible action or emotional response that is wanted by the harmed or harm-doer from the other party to promote healing . While an individual's needs cannot always be met in a restorative process, sharing and acknowledging needs is essential in restorative justice.
Norms	A standard or pattern, especially of social behavior, that is typical, expected, and understood by a group.
Oppression	Experiencing prolonged, cruel or unjust/unfair treatment or control that results in blocked access to power and resources, increased distress and poor health, continued inequity.



Ownership	<p>1. Responsibility for words, actions, choices, and the impact they have on others and a community overall.</p> <p>2. Social and cultural traditions that are linked to a specific group of people</p>
Position	The differences in social place in terms of race, class, gender, sexuality, power, and ability status that impact individual identities and their access to resources in society.
Power (changed from power dynamic)	The structural hierarchy of a society that places specific peoples voices of greater importance
Prejudice	<p>Pre-judgment about another person or group of persons, based on an individual's opinions or preferences learned within their own social groups. Includes thoughts and feelings, stereotypes, and generalizations that are based on little-to-no experience and then projected onto everyone in that group (DiAngelo, 2018). All humans have this.</p>
Process	Defined steps to go through to better understand ourselves and others.
Racism	<p>(1) When a group's collective prejudice is backed by the power of legal authority and institutional control (DiAngelo, 2018).</p> <p>(2) A system of advantage based on race, where advantage is awarded based on proximity (in terms of appearance, values, or cultural behaviors) to whiteness (Tatum, 1997).</p> <p>This system is independent of individual actors and is reproduced automatically within a society.</p>
Re-Entry Conference	Conversation with a facilitator together with the people who were harmed and harm-doer to repair the relationship following a school incident.
Rebuild	When people are in conflict or when the safety, learning or teaching has been disrupted, the relationship between every body involved has been broken and needs to be repaired.
Reflective Conversation	A conversation with an adult after things go wrong between two or more people so that we can understand what happened and why, then move forward together.
Relationships	<p>The way in which two or more people interact in a way that builds trust and safety [emotional, phycological (mind/emotional) and physical safety].</p> <p>What this looks like: As a class, it is important that we build relationships with each other. When you are in relationship with someone and they say something hurtful, the relationship may be harmed and in need</p>



Arizona School for the Arts

Restorative Justice and Discipline Definitions

	of repair. How can we rebuild this relationship?
Repair	To fix what was broken after listening to the the needs of the participants
Restore	Return to the original relationship before the harm was done
Safe Environment	Staff and students can be in a space where they can hope to coexist in peace and without fear.
The Fresh Start Mentoring Program	Program provided for Freshmen and new students to be able to adjust to high school life by matching them with students in upper grades who could provide social and academic support.
Tokenization	The practice of doing something only to prevent criticism and give the appearance that people are being treated justly.
Transparency	Not having secrets
Vulnerability	Willingness to show emotion or to allow one's weaknesses to be seen or known
White Supremacy	From Webster: the social, economic, and political systems that collectively enable white people to maintain power over people of other races. This definition does not refer to individual white people and their individual intentions or actions, but to an overarching political, economic, and social system.