

F2 DISTRICT EQUITY POLICY

Date Warned: 5/9/2020

Date Adopted: 5/20/2020

Policy Context - Definition of Education Equity from the VSA/VSBA:

Educational equity means that each student receives the resources and educational opportunities they need to learn and thrive.

- Equity means that every school provides high quality curriculum, programs, teachers and administrators, extracurricular activities and support services.
- Equity means that a student's success is not predicted nor predetermined by characteristics such as race, ethnicity, religion, family economics, class, geography, disability, language, gender, sexual orientation, gender identity or initial proficiencies.
- Equity goes beyond formal equality where all students are treated the same. Achieving equity may require an unequal distribution of resources and services.
- Equity involves disrupting inequitable practices, acknowledging biases, employing practices that reflect the reality that all students will learn, and creating inclusive multicultural school environments for adults and children.

https://education.vermont.gov/sites/aoe/files/documents/edu-state-board-item-k-2-06_19_19.pdf

Expectations for District Administration:

- To the extent consistent with law and best practices, the District will gather and examine data disaggregated by race, ethnicity, language, special education, sex, gender identity, sexual orientation, and socioeconomic background to inform district decision making
- District administration will work collaboratively on continuous growth in understanding inequity
- At least annually, leadership team members will participate in training related to diversity, equity, and inclusion in education or otherwise relevant to the objectives of this policy.
- At least annually, District administration will report to the Board on the district's compliance with this policy

Expectations for the Board:

MRUUSD Policy

- When reviewing and approving policy, the Board will engage the definition of educational equity listed above as a lens to consider the importance of equitable policy.
- At least annually, Board members will participate in training related to diversity, equity, and inclusion in education or otherwise relevant to the objectives of this policy.
- The board will support District initiatives dedicated to addressing and remediating inequality in our communities.

Expectations for Recruitment and Hiring:

- District administration will work to develop recruitment and hiring practices to ensure the district follows best practices to promote diverse and inclusive applicant pools and ensure bias-free hiring practices.

Expectations for Curriculum:

- The district will continually evaluate the content and delivery of its curriculum and other educational resources to provide students equitable access to high-quality and culturally relevant instruction.

Expectations for Addressing Conflict:

- The District will regularly provide education and training about hazing, harassment and bullying, including information outlining potential consequences for students who engage in that conduct and the resources available for students who are targets of that conduct. In addition, the district will work to increase training in and use of restorative practices.

Policy adapted from Montpelier Roxbury Public Schools School Board Policy F22

Board Chair