

MRUUSD 3 Year Equity Plan

	2019-2020 Current	2020-2021 Year 1	2021-2022 Year 2	2022-2023 Year 3
Educator Professional Development	1 district-led equity focused pd	<p>Designate 5 pd early release days: 1 district-led on overlay tool, 1 of these sessions will be focused on restorative justice. 4 other sessions will be external expert-led.</p> <p>Provide optional summer 10 hour workshop in identifying, examining and addressing educational inequalities for relicensing credit.</p>	<p>At least 50% of pd early-release days will be dedicated to equity-focused professional development, including an expert guest speaker, educator-led work sessions, and professional development in restorative practice.</p> <p>Ensure that 5 or more teacher-leaders in the district participate in a "train the trainer" equity program.</p>	<p>Ensure that 10 more teacher-leaders in the district participate in a "train the trainer" equity program.</p> <p>Faculty meetings will include 3 or more sessions led by district equity trainers on school-specific equity initiatives, including restorative justice.</p>
Curriculum and content	Overlay tool development	<p>Provide training for all staff on use of overlay tool with support from instructional coaches, LT.</p> <p>Support teacher work to integrate increased representation of historically marginalized populations in content through resource provision coaching, mentoring and funding for materials as feasible.</p>	<p>Add overlay tool to learning maps for social studies, literature, and the visual and performing arts.</p> <p>Continue to support teacher work to integrate increased representation of historically marginalized populations in content through resource provision coaching, mentoring and funding for materials as feasible.</p>	<p>Teacher leaders will audit learning maps for transformative perspective.</p> <p>Continue to support teacher work to integrate increased representation of historically marginalized populations in content through resource provision coaching, mentoring and funding for materials as feasible.</p>

Systems and Structures	Adoption of board equity policy	<p>Board policy committee reviews equity policy.</p> <p>Board professional development in implicit bias and anti-racism will occur on schedule determined by the Board.</p> <p>In fall of 2020, LT will review the basic principles of restorative justice. All building leaders will commit to engaging students in reflection and restorative processes instead of discipline when possible. The group will engage in reflection on this process 3x in 2020-21 to gather data.</p> <p>LT will complete anti-racism training in fall 2020</p> <p>LT will review and edit handbooks for increased equitable practice in winter 2021. Equity committee will provide feedback on handbooks to LT in spring 2021.</p>	<p>Board policy committee reviews equity policy.</p> <p>Board professional development in implicit bias and anti-racism will occur on schedule determined by the Board.</p> <p>LT will complete year long in-depth professional development in restorative practices.</p> <p>LT will audit district-wide discipline processes and data for cultural literacy and restorative practices and presents audit findings to the board in spring 2022.</p> <p>Invite equity auditor to return and review audit findings from 2018-19 and make recommendations for continued change.</p>	<p>Board policy committee reviews equity policy.</p> <p>Board professional development in implicit bias and anti-racism will occur on schedule determined by the Board.</p> <p>LT will complete in-depth gender and sexuality professional development training.</p> <p>LT will audit school-based procedures for gender equity</p>

		LT (with feedback from the equity committee and VT-NEA) will identify and disseminate an equity-focused survey to all staff in fall 2020. Survey results will be used internally to identify current staff competency and areas of necessary support for educator growth.		
Representation	N/A	<p>Library audits and ordering goals: 50% or higher of new purchase support a more representative collection.</p> <p>Each school's hallways and classrooms will be audited by an internal committee to review representation and provide feedback and recommendations to administration</p>	<p>LT will work with Board for financial support for classroom representation goals: goal of 50% or higher materials in classrooms representing diverse backgrounds and perspectives.</p> <p>Each school's hallways and classrooms will be audited by an internal committee to review representation and provide feedback and recommendations to administration.</p>	<p>LT will work with board for financial support for classroom representation goals: goal of 50% or higher materials in classrooms representing diverse background and perspectives.</p> <p>Each school's hallways and classrooms are audited by an internal committee to review representation and provide feedback and recommendations to administration.</p>
Student-eye view	Re-vision and restart GSA	Foster collaboration with student leadership groups and GSA. Identify potential speakers and grant funding to address students directly.	<p>Get student feedback on restorative practice changes</p> <p>Student leadership groups (including social justice</p>	Get student feedback on restorative practice changes.

		Identify staff facilitators to offer social justice association opportunities to students.	association) collaborate with administration to host speakers from marginalized groups.	
--	--	--	---	--