

Policy 0105: Equity

Original Adopted Date: xx/xx/xxxx

Status: DRAFT

The Board of Trustees values the contributions made by all members of our diverse community of students, staff, parents and community groups to our mission and goals. We believe that equity of opportunity and equity of access to programs, services and resources are critical to closing the achievement gap between our identified student groups: Hispanic, African American, Caucasian, Asian, English Learners, low socioeconomic status, and students with disabilities.

The Board recognizes that certain groups of our students have been underserved and under-resourced, which has hampered their academic success. Systemic inequities and lack of instructional rigor are essential causes of low academic achievement. Socioeconomic status, culture, race and gender are key categories for which measurable outcomes will be analyzed.

The Board recognizes that such inequities lead to educational, social and career outcomes that do not accurately reflect the abilities, experiences and contributions of students, employees, parents, and community partners. Such inequitable treatment limits future success and prevents individuals from making a full contribution to society.

The Board further recognizes that systems have past practices and legacies that may be barriers to achieving its goals. To address these barriers, it is necessary to critically examine the impact of our structures and mindsets.

The Board is, therefore, committed to ensuring that equity and inclusion are essential principles of our school system and are integrated into all policies, programs, operations and practices. The Board defines equity as:

- Every student receives what they need to thrive socially, emotionally, and academically
- Removing the predictability of success or failure based on social, racial, cultural, or economic factors; eliminate the opportunity and achievement gaps. (The opportunity gap is the lack of opportunities for low income students to have access to highly qualified teachers, research-based academic programs and access to enrichment programs. The achievement gap in the United States refers to the observed, persistent disparity in measures of educational performance among student groups, especially groups defined by socioeconomic status (SES), race/ethnicity, and gender.)
- Interrupting inequitable practices and biases and creating inclusive and just conditions in our schools

Furthermore, the Board believes in equal outcomes for all students and equal opportunities for all employees.

The Board will, therefore, ensure that:

A. All policies and procedures:

- Prohibit and correct intentional discrimination in any District program or activity on the basis of race, gender, disability, color, ethnicity or national origin;
- Prevent racial or ethnic isolation in District schools;
- Foster student integration and diversity; and,
- Ensure equal educational opportunity and access for all students.

B. The curriculum in our schools accurately reflects our demographics and opportunities are provided for student voices to be shared.

C. Stakeholders are provided opportunities to challenge practices that deny equitable access to services and instruction in the District without fear of retribution.

D. All students are provided with equitable opportunities to be successful in Dublin Unified School District (DUSD); institutional barriers to such success are identified and removed; and all learners are provided with support and rewards to develop abilities and achieve aspirations.

E. A comprehensive plan is in place to recruit and retain highly qualified teachers, support staff and administrators who reflect the diverse community of DUSD. A plan to grow and cultivate within the organization to reflect our diverse community will be developed. Hiring and promotion practices are non-discriminatory and promote equitable representation of diversity at all organizational levels; all employees have equal opportunities for advancement; employee skills and knowledge are valued; and have equitable access to available support for professional development needs.

F. The District develops a diverse workforce that meets the ethnic and language demographics of our student population.

G. The professional development of all staff will encompass research-based methodologies to improve the quality of leadership, support and instruction for all students.

H. The contributions of our diverse community of parents and stakeholders to our schools are valued and encouraged; and they are provided with equitable opportunities for working with staff and with each other for the benefit of all students.

- I. Students, employees, parents and community partners are provided with fair and effective processes and procedures for resolving concerns and complaints that may arise from experiences of unfair or inequitable treatment within the school system.
- J. Financial and human resources support is provided to further the work of staff, students, parents and community groups in promoting equity and inclusion in the school system.
- K. Procedures are aligned to the District's Strategic Plan for implementing, reviewing, assessing and developing policies, programs, operations and practices that promote equity in the district and for making changes where necessary.

Legal Reference:

Education Code

51002 Local development of programs based on stated philosophy and goals

51020 Definition of goal

51021 Definition of objective

Professional Publications

Toronto District School Board, Equity Foundation Statement & Commitments to Equity Policy Implementation. 2000.

Antiracism and Ethno cultural Equity in School Boards. 1993. Ministry of Education and Training, Ontario.

EdEquity, Inc.