



Bellows Free Academy
Northwest Career & Technical Center
Fairfield Center School
St. Albans City School
St. Albans Town Educational Center
Early Childhood Programs

POLICY: EQUITY

CODE: C29

Recommended

1 Definition

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

- 4 ● Equity means that a student's success is not predicted nor predetermined by
5 characteristics such as but not limited to race, ethnicity, religion, family economics,
6 class, geography, disability, language, gender, sexual orientation, gender identity,
7 homelessness, lack of access to healthcare.
- 8 ● Equity means that every school provides and every student has access to high quality
9 culturally responsive curriculum, programs, teachers and administrators, extracurricular
10 activities and support services to meet the needs of each and every student.
- 11 ● Equity goes beyond formal equality where all students are treated the same. Achieving
12 equity may require an unequal distribution of resources and services.
- 13 ● Equity involves disrupting inequitable practices, acknowledging biases, employing
14 practices that reflect the reality that all students will learn, and creating inclusive
15 multicultural school environments for adults and children.

16 Culturally Responsive Practices are the beliefs, methods, and practices that support and
17 empower all students socially, emotionally, intellectually, and civically by leveraging students'
18 lived experiences to ensure learning.

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20 Policy

21 The Maple Run Unified School District (District) is committed to the success of every student.

22 The Maple Run Unified School District Board of School Directors (Board) holds itself and all
23 District and school-site decision-makers, faculty, and support staff accountable for building a
24 District-wide commitment to equity.

25 The District will incorporate principles of equity within all policies, programs, operations,
26 practices, and resource allocations.

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28 Implementation

29 To realize this commitment to equity, the District will:

- 30 ● Systematically use District-wide and individual school-level data, disaggregated by race,
31 ethnicity, language, ability, gender, and socioeconomic background to inform District

- 32 decision-making;
- 33 ● Provide every student with equitable access to high-quality and culturally relevant
- 34 instruction, curriculum, support, facilities, technology and other educational resources
- 35 that respect their individual identities, cultures, backgrounds, abilities and experiences;
- 36 ● Monitor and evaluate annually the individual needs of schools and distribute resources
- 37 and effective personnel based on those needs;
- 38 ● Incorporate the voice, culture, and perspectives of students, staff, families, and
- 39 communities that reflect student demographics and support and enhance student
- 40 success;
- 41 ● Identify and counteract biased practices that perpetuate achievement disparities and
- 42 opportunity gaps;
- 43 ● Provide ongoing and continuous professional development at all organizational levels to
- 44 support employees to engage in culturally responsive practices and delivery of quality
- 45 culturally relevant instruction;
- 46 ● Incorporate the principle of equity into the District's strategic plan and identify
- 47 measurable outcomes to prepare all students for college, career, and life.

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49 **Accountability**

50 Administration -

- 51 ● The Superintendent is primarily responsible for ensuring compliance with this policy and
- 52 must take proactive steps to drive consistent and meaningful progress toward its
- 53 objectives. This includes integrating these considerations into developing continuous
- 54 improvement and strategic plans.
- 55 ● To the extent consistent with law and best practices, the District will systematically
- 56 gather and use data to inform district decision-making.
- 57 ● At least annually, the Superintendent will report to the Board on the District's
- 58 compliance with this policy.

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60 Board -

- 61 ● At least annually, the Board will review and examine District policies and Board action to
- 62 consider their effect on perpetuating inequities or contributing to disproportionate
- 63 access and outcomes, including the achievement gap.
- 64 ● At least annually, Board members will participate in trainings related to diversity, equity,
- 65 and inclusion in education or otherwise relevant to the objectives of this policy.
- 66 ● The Board will promote and support regional and statewide actions that support the
- 67 objectives of this policy.

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72 Expectations for Recruitment Practices and Professional Development -

73 • Recruitment and Hiring: The Superintendent will develop recruitment and hiring
74 procedures to ensure the District follows best practices to promote diverse and inclusive
75 applicant pools and ensure bias-free hiring practices.

76 • Professional Development: The District strives to have a workforce that is capable of
77 eliminating achievement and access disparities for students and fostering an inclusive
78 learning environment both in classrooms and the greater school community. To support
79 the MRUSD staff in their work, the District will provide professional development for its
80 staff this is specifically designed to:

81 ○ strengthen the knowledge and skills needed to identify and counteract one's
82 own biases;

83 ○ counter biased practices that perpetuate disparities in achievement and access;
84 and

85 ○ support inclusive teaching and learning practices to ensure that all students
86 learn at high levels.

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88 Expectations for Curriculum -

89 The District will continually evaluate the delivery of its curriculum and other educational
90 resources to ensure that all students have equitable access to high-quality and culturally
91 relevant instruction. The District will ensure that the curriculum incorporates the voice, culture,
92 and perspectives of all students, particularly students from communities that have been
93 marginalized.

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95 Conflict Resolution -

96 The District will educate all students and staff about the significance of how what they say and
97 do affects others. The educational resources provided will particularly address impacts on
98 students from marginalized communities. The District will regularly provide education and
99 training about hazing, harassment, and bullying, including information outlining potential
100 consequences for students who engage in that conduct and the resources available for students
101 who are targets of that conduct.

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MRUSD Board

Revision 1st Reading: 4/16/2025

Revision 2nd Reading: -

Revision Date Warned: -

Revision Date Adopted: -

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