

Book: Policy Manual
Section D: Fiscal Management
Title: Equity
Code: DAB
Status: First Reading
Adopted:
Last Reviewed:

I. PURPOSE

The School Board is committed to upholding the equity mission statement prepared with input from staff members, board members, and community members.

Madison County Public School District is committed to creating and sustaining an equitable learning and working environment that incorporates supportive, inclusive practices and policies. We are dedicated to preparing students for success in a diverse, global society and recognize that in order to do so, it is essential to build an environment in which every member of the Madison County Public School district feels safe, valued, seen, and heard. In order to reach our goals and full potential, we are committed to:

- *developing a culturally rich curriculum that includes all components of the American story and the contributions of all people*
- *creating a classroom environment that represents and respects all students, teachers, and staff*
- *eliminating opportunity, achievement, and disciplinary gaps by working to remove predictable barriers*
- *recruiting, hiring, and promoting faculty and staff reflective of all communities*

Madison County Public School District is committed to providing the necessary resources and opportunities to ensure these equitable outcomes are met.

II. DEFINING EQUITY: Educational equity is regarded as the inability to predict student outcomes based upon race, gender, zip code, ability, socioeconomic status, or language spoken at home (*Virginia Department of Education and National Equity Project*). Madison County Public Schools acknowledges that equity is not the same as equality and will foster a barrier-free environment in which all students can thrive and succeed by eliminating opportunity gaps and providing the necessary resources to achieve equitable outcomes.

III. EQUITY CONSIDERATIONS

The School Board recognizes that many critical factors must be considered as the school division works to ensure that all students achieve high levels through an equity lens. Some of these factors include, but are not limited to:

1. the goal of high expectations for all students;
2. the quality, effectiveness, and stability of school leadership;
3. the quality and retention of highly effective teachers in a school through actively recruiting, supporting, and retaining a diverse workforce;
4. the allocation of differentiated resources, including human, fiscal, operational, and structural that are necessary to support high levels of student achievement; and
5. the provision of school and classroom environments with students from diverse backgrounds.

In recognizing these critical factors, the School Board reaffirms its commitment to the goals of educational excellence and equitable opportunities for all students.

IV. GOALS

Within the school division's overall priorities, mission, vision, and goals, the School Board's goals/priorities will serve as guidance to promote the equitable distribution of the division's resources and opportunities.

- The recognition and elimination of policies, programs, and practices that perpetuate inequities and contribute to the disproportionality of access, opportunities, resources, and outcomes;
- The recruitment and retention of a culturally responsive administrative, instructional, and support staff reflective of all communities;
- The development and implementation of an effective culturally relevant and responsive curriculum for preschool through twelfth-grade students that celebrates and acknowledges the opportunities of all people as well as provides meaningful school experiences for all children;
- The development and implementation of culturally competent and responsive learning opportunities for all Madison County Public School staff that are essential to strengthen employee skills, knowledge, and understanding in working within an inclusive, diversified, and equitable environment as we are a stronger together;
- The identification and supervision of enrollment in special education, gifted education, advance placement, honors, and the Governor's school to eliminate disparities and barriers to success in achievement and opportunity gaps;
- The identification and supervision of disciplinary referrals and sanctions to eliminate disproportionality in disciplinary practices;

- The development and implementation of student and family engagement opportunities centered on diversity, equity, and inclusiveness.

V. MEASUREMENTS AND ANNUAL REPORT

Although pertinent data will be reviewed every quarter, MCPS shall measure critical factors to student achievement on at least an annual basis. The Superintendent shall provide a report once a year during a School Board business meeting or work session regarding the progress towards the goals of equity throughout the division. The measurements shall include, but not necessarily limited to, the following:

- A. access to educational opportunities;
- B. student achievement data at each school, disaggregated by race, ethnicity, socio-economic status, English Language Learners, special education, and identified gifted;
- C. student enrollment at each school, disaggregated by race, ethnicity, socio-economic status, English Language Learners, special education, and identified gifted;
- D. student suspension/discipline data for each school and student average daily attendance data for each school; disaggregated by race, ethnicity, socio-economic status, English Language Learners, special education, and identified gifted;
- E. the amount of federal funding allocated to each school;
- F. the annual budget allocated to each school outside of federal funding;
- G. the number of highly qualified teachers at each school as defined by the Virginia Department of Education (VDOE) and the number of highly effective teachers;
- H. the experience level of teachers at each school;
- I. the teacher retention rate at each school;
- J. teacher and staff diversity;
- K. the Capital Improvement Plan to include all school facilities; and
- L. the extent of family and community engagement and involvement.

The results of the MCPS Annual Equity Report will be factored into the subsequent school year's division planning to ensure that all students are being provided equitable access to excellent educational options and opportunities.

V. RESOURCES AND SUPPORT

The School Board commits to seeking local, state, and federal resources to support equity in the allocation of resources to every school throughout the school division and to support the Superintendent's implementation of a framework to attain full accreditation for all schools and to meet and/or exceed all local, state, and federal benchmarks. Such resources and support will include, but are not necessarily limited to, funding, staffing, and instructional resources.

The School Board supports the aggressive pursuit of grant funding in order to achieve its educational goals.

VI. EQUITY TASK FORCE

1. The School Board establishes the MCPS Equity Task Force to work with the Superintendent to assist in developing the MCPS Equity Plan and advising the Superintendent on equity issues within the school division. The MCPS Equity Task Force shall also assist the Superintendent in developing strategies for ensuring that equitable educational opportunities are being provided to all of the students who attend Madison County Public Schools.
2. The MCPS Equity Task Force is an advisory committee of the School Board. It shall include the Superintendent and other members of the school and Madison community, to include two school board members.
3. The MCPS Equity Task Force shall make recommendations as needed to the Superintendent and the School Board.

VII. EQUITY TASK FORCE MEETINGS

The MCPS Equity Task Force shall meet as needed, but not less than once per quarter. The MCPS Equity Task Force chair or co-chairs shall set the time and place of committee meetings and maintain meeting notes.

CrossRef.:

AD. Educational Philosophy

AE. School Division Goals and Objectives

BCF. Advisory Committees to the School Board

CF. School Building Administration

GCI. Assignments, Reassignments and Transfers

Adopted by the Madison County School Board on _____

MCPS ©