

SUMMARY TO THE EQUALITY AND EQUITY IN EDUCATION PLAN

All districts must adopt a written policy on Equality and Equity in Education that ensures that all groups of students within the community have equal and equitable access to education. The district develops a comprehensive Equity Plan every three years based on a thorough needs assessment. The needs assessment includes data results of student assessment and behavior, attendance and other factors that impact learning. The Plan must include yearly progress targets for closing the achievement gap, professional development and annual targets addressing distinct needs in equity. The Equality and Equity policy is a public document, adopted at an open public meeting of the Board of Education. An annual progress report is made to the Department of Education.

Persons involved in the development of the Equity Plan include the Board appointed Affirmative Action Officer and Affirmative Action Team. Each school has a designated person for equity and equality follow-up. Both certificated and non-certificated personnel must receive on-going professional development on Equity and Equality in Education topics. The purpose of the training is to identify and resolve problems associated with the achievement gap. Parents and community members are kept informed and invited to participate in information and training sessions on the achievement gap.

The Equality and Equity in Education Plan provides for equal and bias-free access for all students through provisions of: (1) equal, barrier-free access in all school buildings; (2) minority representation in each school; (3) ESL assessment; (4) special needs determined with bias-free measures; (5) support services available to all students; and (6) no exclusion unless physician certifies such exclusion.

The school curriculum meets the standards of the Equality and Equity in Education code: (1) no different requirements for student subgroups; (2) courses may not be offered separately with one exception: human sexuality; (3) reduction or prevention of minority under-representation in all classes and programs; (4) content, methods and materials reflect multiculturalism; (5) other cultures taught as part of US History curriculum; (6) instruction on Holocaust and genocide. Counseling Services must provide access to adequate and appropriate counseling services using culturally appropriate materials, not stereotypical or biased. Physical Education/Athletic Programs must offer separate but comparable restroom, locker room and shower facilities for each sex and equitable treatment of athletic programs; staff salaries, facilities, equipment, etc.