



The South Hunterdon Regional School District is committed to the success of every student. The District is committed to identifying and removing institutional barriers, and creating access and opportunities to foster the success of our students. Our goal of “achieving equity” means that students’ identities will not predict nor predetermine their success in school.

Educational equity is based on the principles of fairness and justice in allocating resources, opportunity, and treatment to foster success for each student.

Educational equity promotes equality of educational opportunities and reduces the disparity of results between diverse groups of students. Equity strategies are intentional, systematic and focused on the core of the teaching and learning process.

### **Annual Action Steps:**

1. Systematically use district and individual school level data, disaggregated by race/ethnicity, national origin, language, special education, sex, socioeconomic status and mobility to inform district decision making.
2. Annually review and revise curricula to ensure that it is written in a manner that is inclusive, addresses issues of equity in our classroom and provides a balanced, bias-free presentation of content.
3. Review policies and practices to ensure that access to classes is not solely restricted to achievement-based criteria, but also considers factors such as student motivation and interest in the subject matter.
4. Work to raise the achievement of all students and narrow any opportunity gaps between disaggregated student groups ( i.e students who share similar characteristics).
5. Work to identify and eliminate disparities and/or systemic barriers that may exist which predict or predetermine a student’s achievement in all aspects of education and its administration.
6. Eliminate over representation of subgroups in Special Education and Basic Skills
7. Graduate students ready to succeed in a diverse local, national and global community.

### **Year 1: 2020 - 2021**

- Admin team will use the “Solving Disproportionality and Achieving Equity” book as a focus for the year.
- Examine data to identify barriers that students experience in accessing curriculum and extra-curricular activities.
- Administrative training in Cultural Competency - Fall 2020
- Beginning of staff training in Cultural Competency - Spring 2021
- Examine hiring practices in order to increase diversity among the district staff. in CJPRIDE (Central Jersey Program to Recruit Diverse Educators) in order to improve our pool of diverse candidates working in our district.
- Creation of a new elective course to be offered at the high school for 2020-2021.
- Student participation in the Day of Dialogue spring 2021.
- Planning for September 2021 so that all 8th grade history classes will have a component that focuses on race and racial literacy.
- Continue district-wide grading committee to begin examining equity among grading practices (use of the zero, below 50, what is mastery, second chance learning)
- Establish a Culturally Responsive Teaching district committee
- Board of Education review of district Equity Policy
- Survey choice students about their experience at South Hunterdon

**Year 2: 2021 - 2022**

- Continued training of cultural competency for staff
- Student, staff and parent focus groups to learn about their experiences in the district related to race, class and gender.
- Examine placement criteria used for honors and AP classes
- Student Discipline - Explore Restorative Justice Practices that include an educational component.
- Continue district-wide grading committee to begin examining equity among grading practices (use of the zero, below 50, what is mastery, second chance learning)
- Community conversation in reference to equity
- Identify focus group of “families of color” from the community

**Year 3: 2022 - 2023**

- Continued training of cultural competency for staff
- Continue a district-wide grading committee to begin examining equity among grading practices (use of the zero, below 50, what is mastery, second chance learning)
- Student programming on the use of the N word.
- Student Discipline - Implementation of Restorative Justice Practices that include an educational component.

**Our Equity Goals will be communicated to district, school staff and other key locally identified stakeholders in the following ways:**

- Annual convocation with staff
- Host community conversations with town leaders
- Faculty meetings
- Staff Professional Development days
- New staff training
- Letter to the community highlighting effort

**The data that is used to analyze and support the selection of the district’s Equity Goals?**

- Demographic review of advanced level classes (grades 7-12)
- Demographic review of discipline
- Review data for Special Education referrals and placement in BSI
- Anecdotal conversations with staff

**The measurable outcomes the district will use to monitor progress and impact of implementation of district Equity Goals:**

- Review of academic data
- Review of discipline data
- Anecdotal conversations with staff
- Parent, student, and teacher surveys