

West Hartford Public School District

Agenda Item: Motion by Amanda Aronson, Lorna Thomas-Farquharson, and Elizabeth Wilcox to Accept the New Policy 1800 regarding Educational Equity—
First Reading

Meeting Date: May 4, 2021

From: Amanda Aronson, Lorna Thomas-Farquharson, and Elizabeth Wilcox

Through: Tom Moore, Superintendent of Schools

Recommendation:

THAT the Board of Education accept as a First Reading the following new policy which is proposed by the Board of Education Policy Subcommittee.

Policy 1800 Educational Equity

Background:

Amanda Aronson, Lorna Thomas-Farquharson, Elizabeth Wilcox, Roszena Haskins, and Andy Morrow will be available to answer any questions.

Agenda Item:
IV.A.

WEST HARTFORD PUBLIC SCHOOLS

POLICY 1800

Mission of the WHPS

To inspire and prepare all students to realize their potential and enhance our global community.

Equity and Anti-Racism Vision

We, the members of the WHPS, dedicate ourselves to the pursuit of equity. Equitable schools are those that value and honor ALL in our community as unique individuals capable of maximizing their true potential. We make a solemn promise to identify and dismantle all elements of systemic racism and historical inequities. We vow to clear paths, with a relentless duty to those in traditionally marginalized groups. We pledge to partner with ALL families in the service of the success of each child.

Adopted 2020

Every student in the West Hartford Public Schools has the right to access opportunities and supports that cultivate their unique gifts, talents, and interests, regardless of race, religion, color, national origin, ethnicity, socio-economic status, gender identity, ability difference, immigration status, or any other characteristic protected by law. Every student has the right to an authentic feeling of belonging and safety. We acknowledge that current and historical systems of racism, privilege, and oppression impede student progress. Therefore, it is our moral imperative to identify and eliminate barriers and inequitable practices that perpetuate disparities across student groups. As an anti-racist organization, it is our collective responsibility to ensure full, safe, and equitable participation for all students, in every area of our educational programs. We strive to reach these goals in the following way

Budget & Resource Allocation

The West Hartford Public Schools will strive to allocate resources and funds to meet the needs of all students, while directly targeting interventions and supports that address identified inequities and help maintain school cultures that support our mission to enhance our global community.

Recruitment and Retention

Innovative approaches will strive to recruit and retain highly qualified, certified staff across all areas and leadership levels who reflect the diversity of our community and share our commitment to antiracism. Deliberate investment strategies will be vital to support and retain all educators, especially those from underrepresented racial, ethnic, gender, and linguistic backgrounds.

High Quality Curriculum, Instruction, and Opportunity

Academics, Co-Curricular, and Extracurricular / Enrichment

Resources will be commissioned to ensure the narratives, lived experiences, and perspectives of students from a wide variety of backgrounds are reflected in the curriculum and provide authentic voice to reflect diversity and inclusion. In order for underrepresented students to access the full curriculum, including in the areas of arts and computer science education, they must see their value as central to society. Special care will be taken to ensure that students have ongoing opportunities to see their identities represented positively in the curriculum. Curriculum review teams will include educators from historically or traditionally marginalized groups.

Professional Development

Professional learning, training, and support will be designed to foster understanding of the historical and systemic root causes of inequity and offer research-based means of intentionally countering trends of predictable disparity and disproportionality.

Family and Community Partnership

Engagement, Balance/Representation

We will strive to foster and maintain parent/caregiver and community partnerships that honor and celebrate the strengths and assets of diverse identities and experiences to support student wellness and success. A balanced representation of home-school partnerships will help inform, identify, and address challenges encountered.

Environment/Climate

We will strive to ensure that students, staff, and families are valued, respected, and heard. Discrimination, bias, or harassment toward any individual or group will not be tolerated. We will encourage all members of the school community to possess a feeling of individual ownership of this responsibility to ensure safe and nurturing learning environments.

Accountability

Structures, Systems, and Data Analysis

The WHPS Continuous Improvement Plan will delineate structures, accountability systems, and metrics that enable the identification and analysis of inequities in access, opportunities, and outcomes for all students, and in particular, those groups that have been traditionally and historically marginalized. We will utilize equity-conscious data-collection measures and disaggregate data to support clear reporting on equity goals and outcomes.

Adopted: