

Criteria for an Equitable School

An equitable school provides the climate, process, and content which enables students and staff to perform at their highest level. An equitable school ensures successful academic outcomes by providing equitable resources and appropriate instructional strategies for each student.

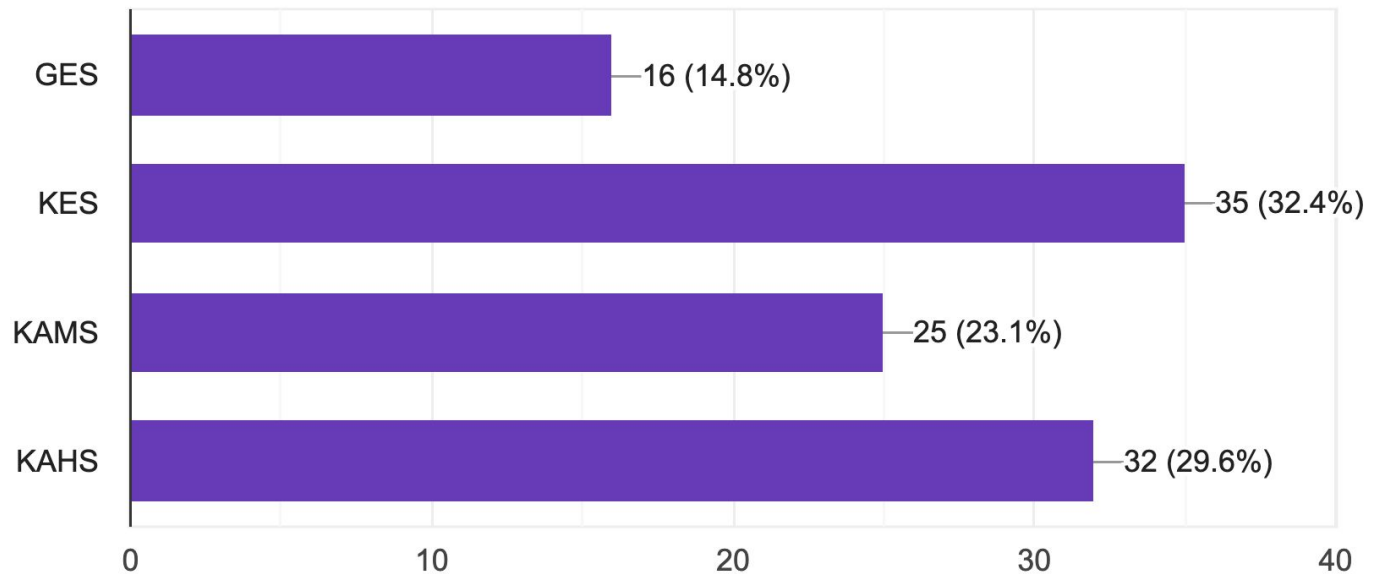
Characteristics of an equitable school:

1. Has a clear mission that is committed to equitable access, processes, treatment, and outcomes for all students, regardless of race/ethnicity, gender, language, disability status, gender identity/sexual orientation or socioeconomic status.
2. Provides an inclusive visual environment - halls, displays, and classrooms exhibit pictures and information about diverse students and cultures.
3. Reflects and works in collaboration with the various socioeconomic, racial, ethnic, language, gender, and disability groups within the school community.
4. Works in partnership with parents, the business community, and civic and community organizations to enrich the curriculum, provide consistently high expectations for all students, and develop supports and opportunities for all students.

Demographics

Please select your building. If you are an itinerant teacher, please select your PRIMARY building.

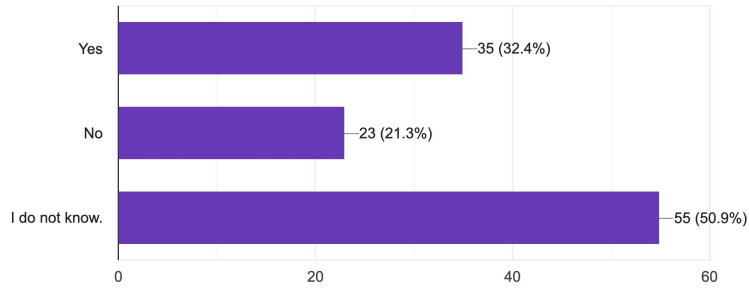
108 responses



Policy

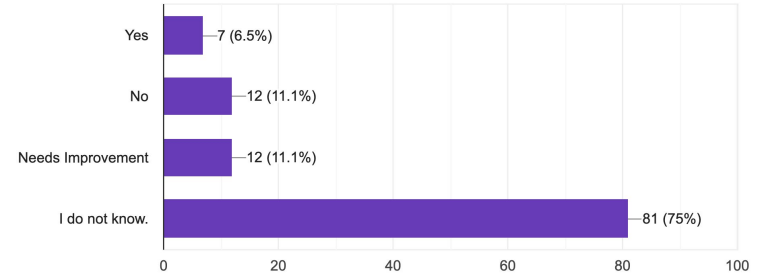
1) Does the Kutztown Area School District have a specific policy regarding educational equity?

108 responses



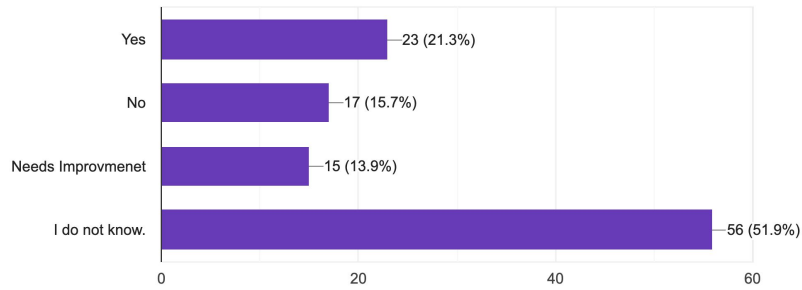
2) Does the policy clearly explain the procedures for reporting complaints, fact-finding, and appeals?

108 responses



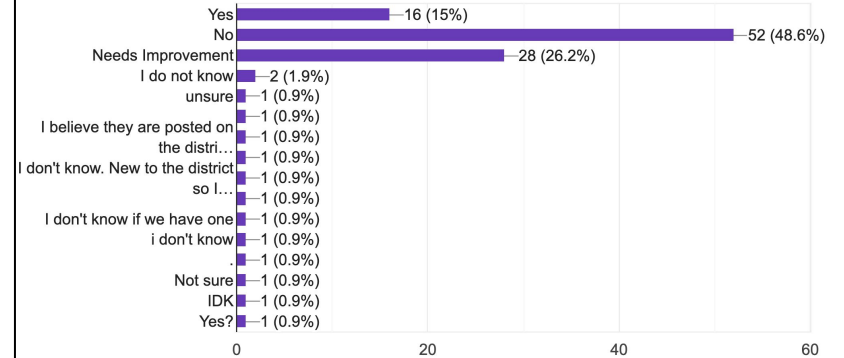
3) Does KASD have a clear mission statement regarding educational equity?

108 responses



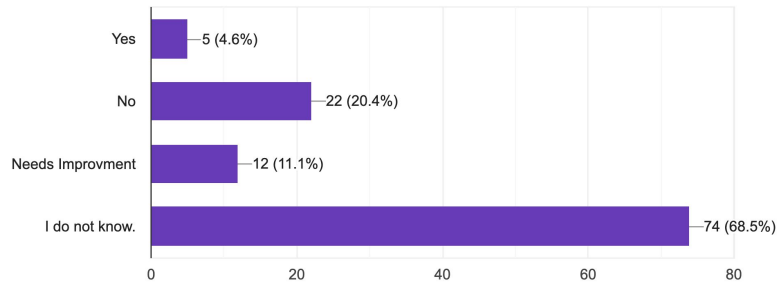
4) Are the policies and mission statement publicized regularly to staff, students, and parents?

107 responses



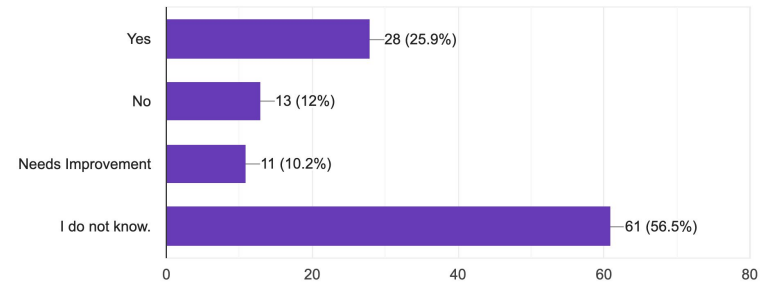
5) Is the policy monitored for consistent and complete implementation as well as any necessary modification?

108 responses



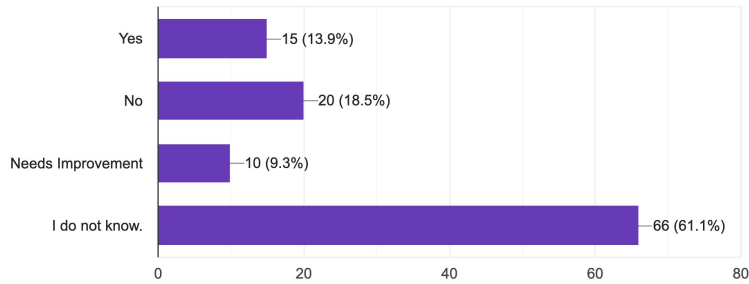
6) Has KASD developed an equity plan of action based on the policy, mission statement, and analysis of its current equity needs?

108 responses



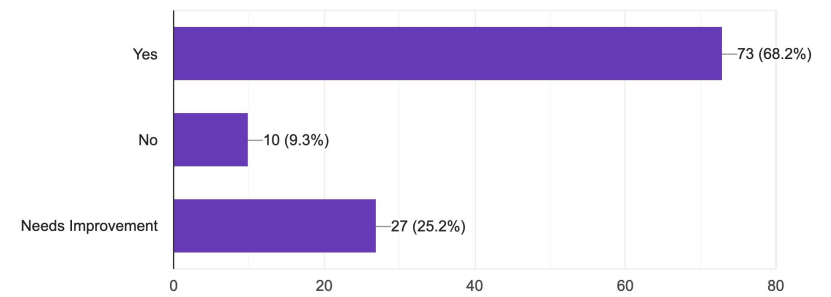
7) Did all component groups (staff, parents, students, and community) participate in the development of the mission statement and equity plan?

108 responses



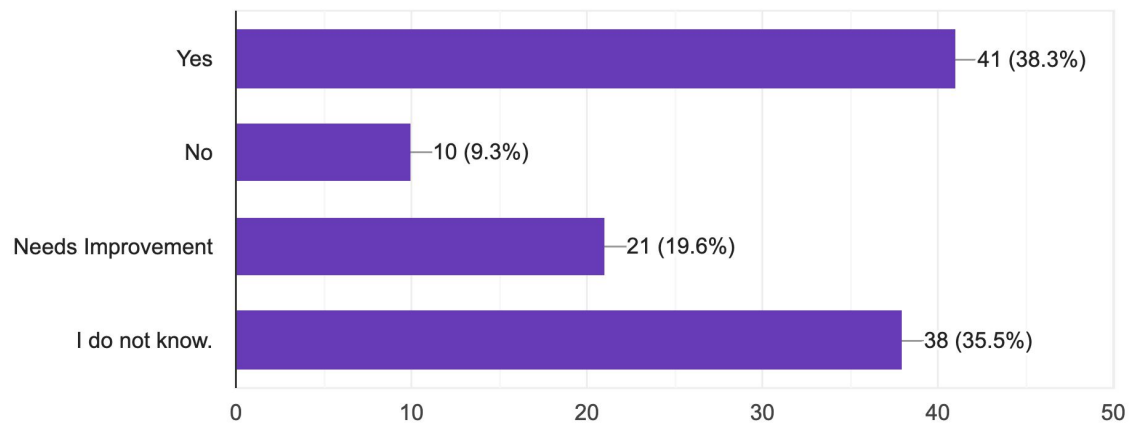
8) Is there an equitable distribution of highly-qualified teachers?

107 responses



9) Are there policies and procedures to assure that no student is denied participation in extracurricular or co-curricular activities because of race, disability status, or transportation limitations?

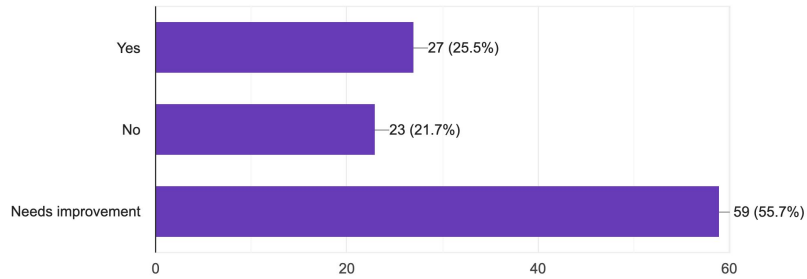
107 responses



School Organization/Administration

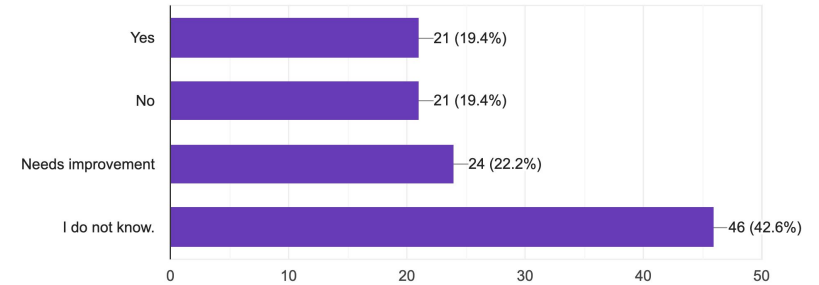
1) Are school administrator(s) able to identify equity issues and trained to provide leadership in developing alternative strategies to achieve excellence and equity among staff and students?

106 responses



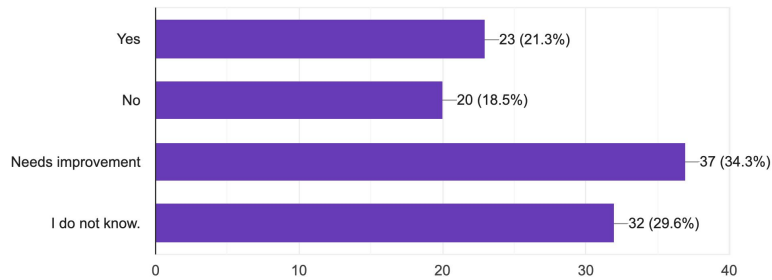
2) Is there a team or advisory committee that coordinates school improvement and assures equity compliance in all phases of school management?

108 responses



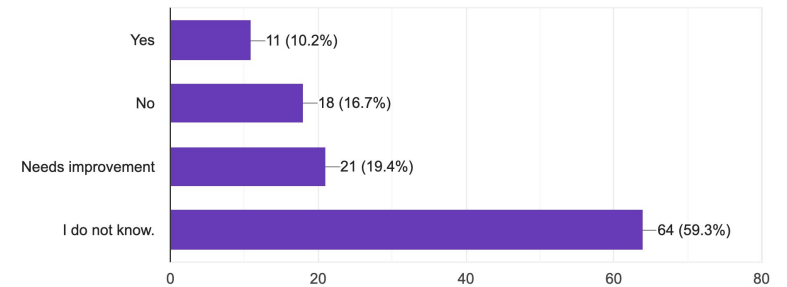
3) Have interpreters been identified for the varied languages present in the school community?

108 responses

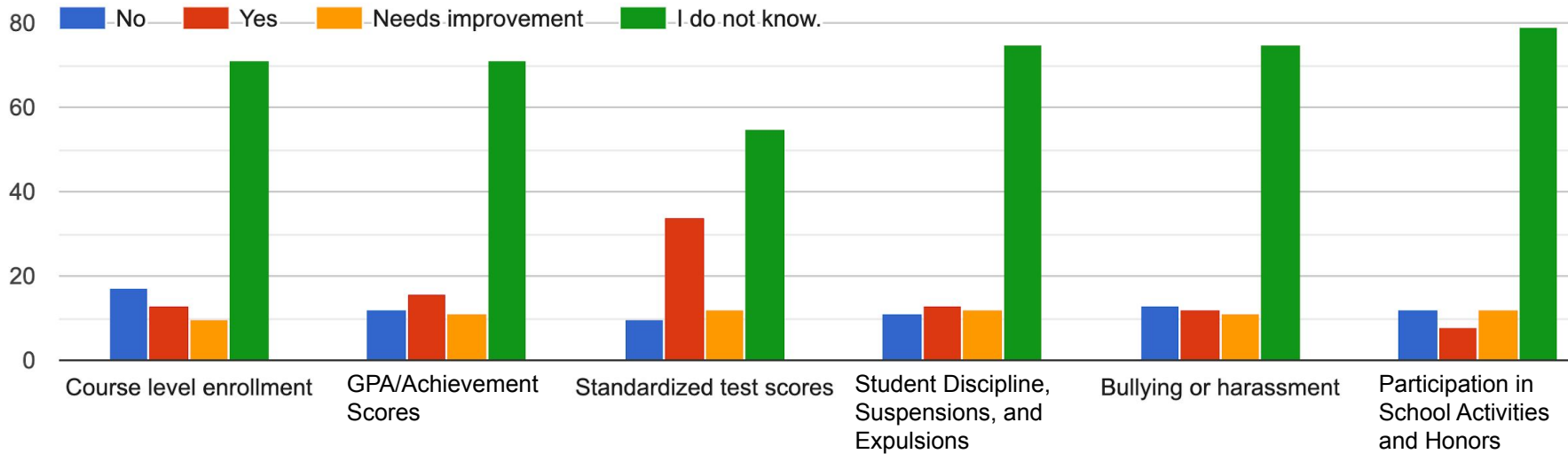


4) Are enrollments monitored in special education , gifted education, and advanced courses for disproportionate representation of one racial or ethnic group, language or by gender identity?

108 responses

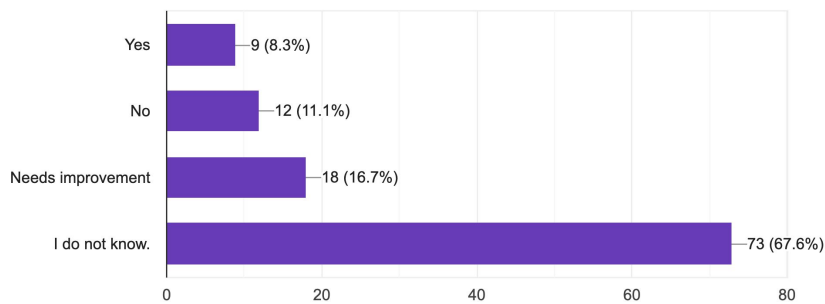


5) Is data regularly collected, disaggregated, and analyzed in the following areas and by different ethnic groups?



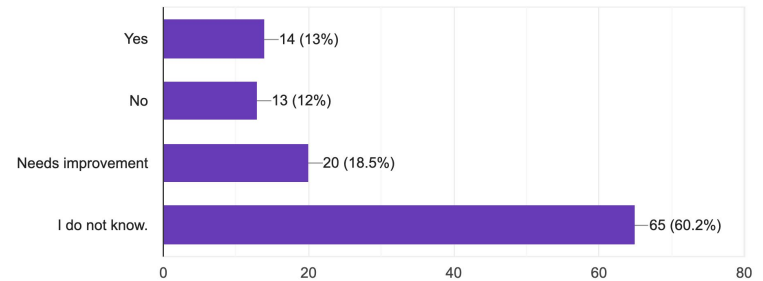
6) Have policies or programs been implemented to respond to data (See question #5)?

108 responses



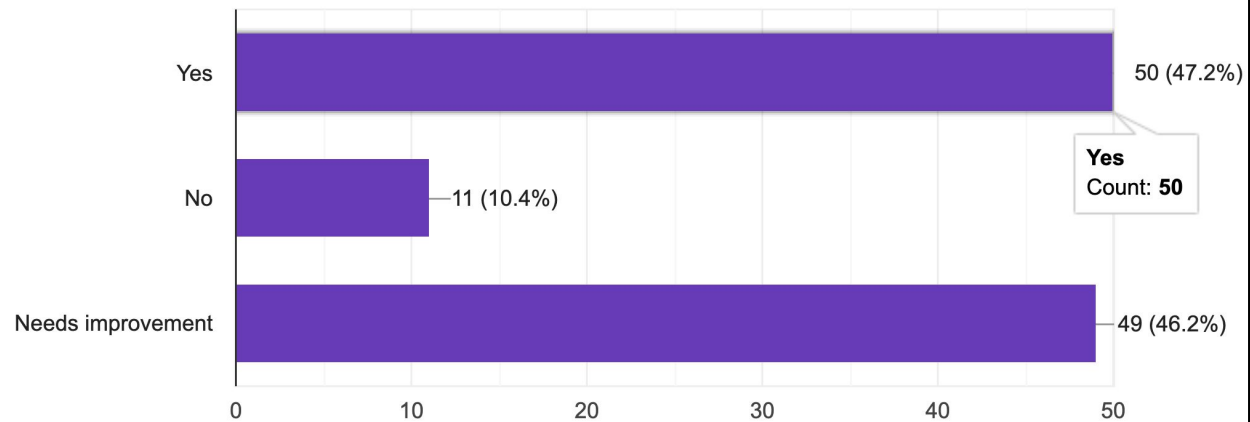
7) Have curriculum and/or instructional strategies been modified as a result of data analysis combined with anecdotal and other information?

108 responses



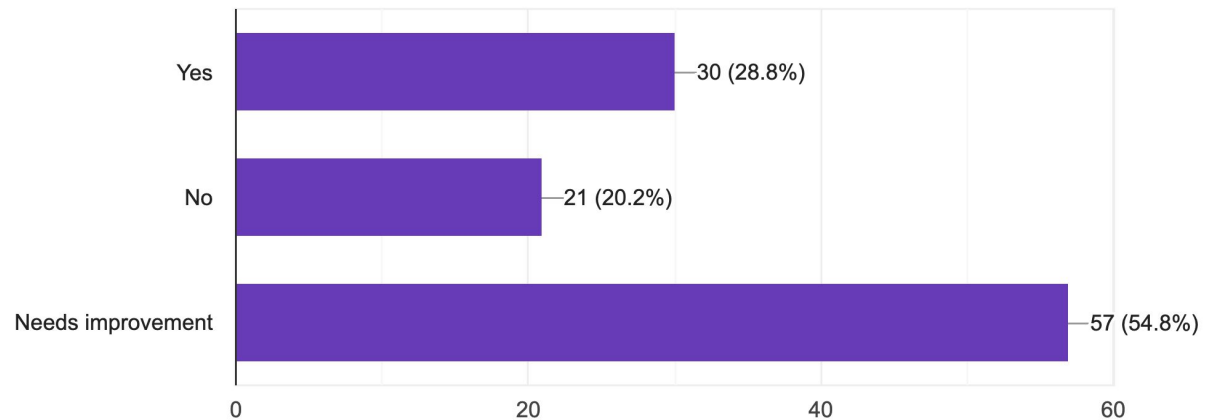
8) Are parents, community members, and business people involved in school planning, support, and governance, representative of the school community?

106 responses



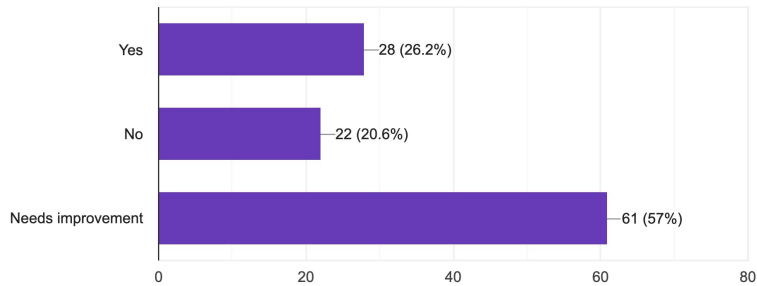
9) Are values of equity, fairness, and inclusion modeled by all school staff?

104 responses

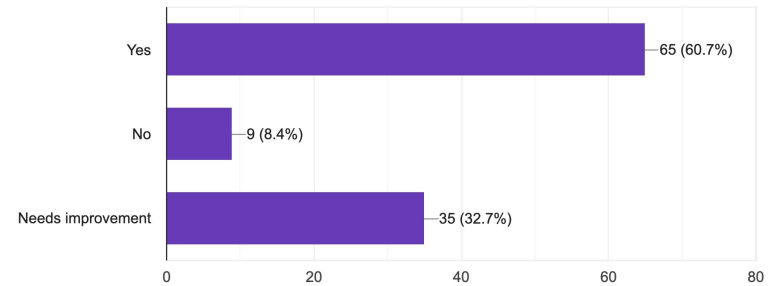


School Climate/Environment

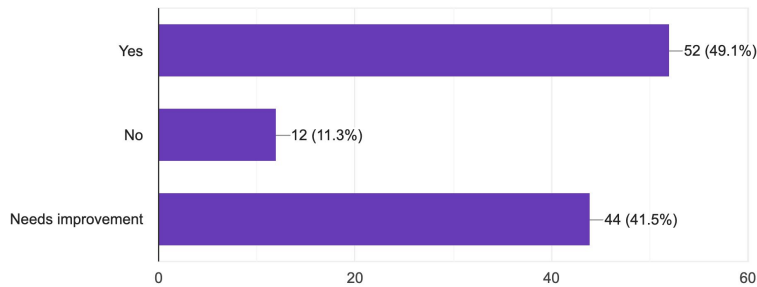
1) Do bulletin boards, displays, hall decorations, classrooms, and offices show diverse students of varied racial, ethnic, language, gender or gender ide... and people with disabilities in a variety of roles?
107 responses



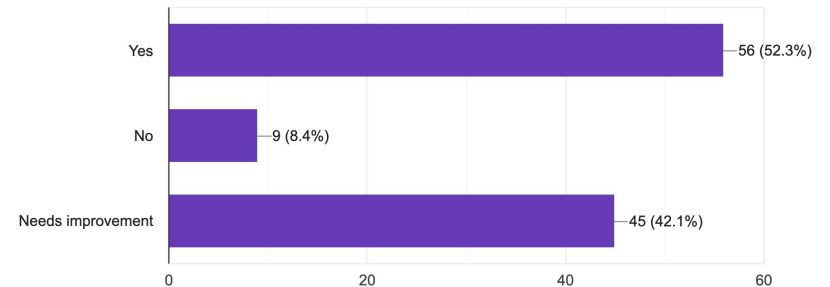
2) Does the interaction of KASD staff with each other, students, and parents, convey the respect of people regardless of race, ethnicity, language, gen...disability, age, religion, or socioeconomic status?
107 responses



3) Are special efforts made to achieve classroom integration when students self-segregate in the classroom (e.g. teams for contests, groups for instruction, or other forms of classroom organization)?
106 responses

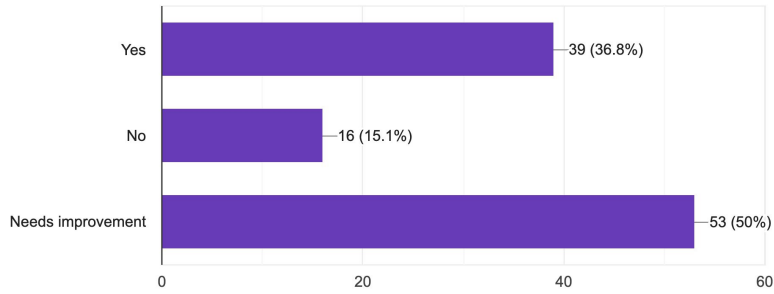


4) Is the code of student conduct applied fairly and equitably to all students?
107 responses



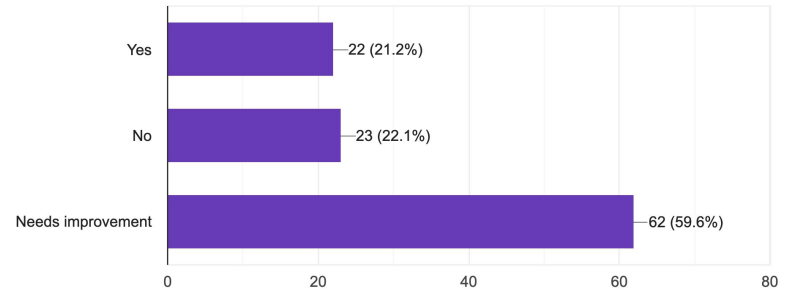
5) Do school assemblies, special programs, and speakers reflect the diverse nature of the school and the larger community?

106 responses



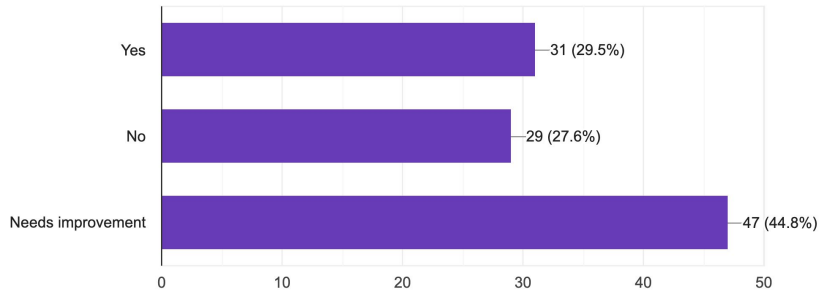
6) Are the people involved in planning school events and programs representative of the school community by race, ethnicity, language, gender or g...er identity, disability, and socioeconomic status?

104 responses



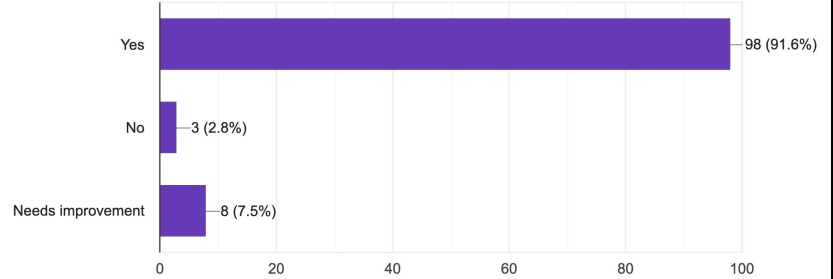
7) Do all segments of the school community attend and participate in school events including athletic, dramatic, service, PTA/PTO, etc.?

105 responses



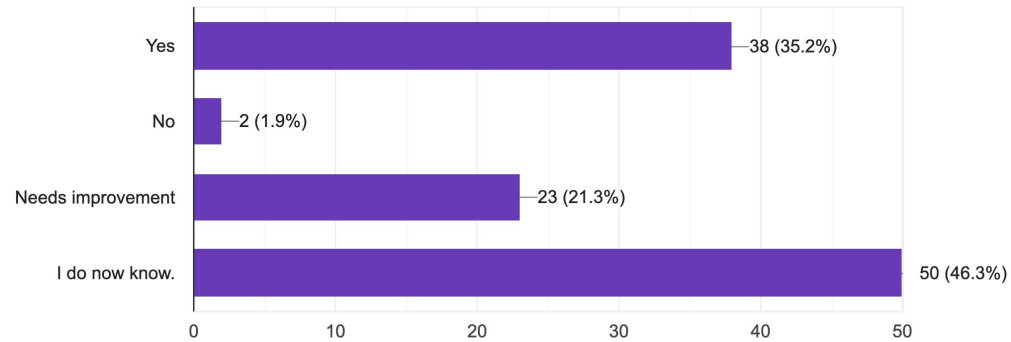
8) Are KASD emblems, mascots, team names, and other symbols free from racial, ethnic, language, gender or gender identity, or disability bias?

107 responses



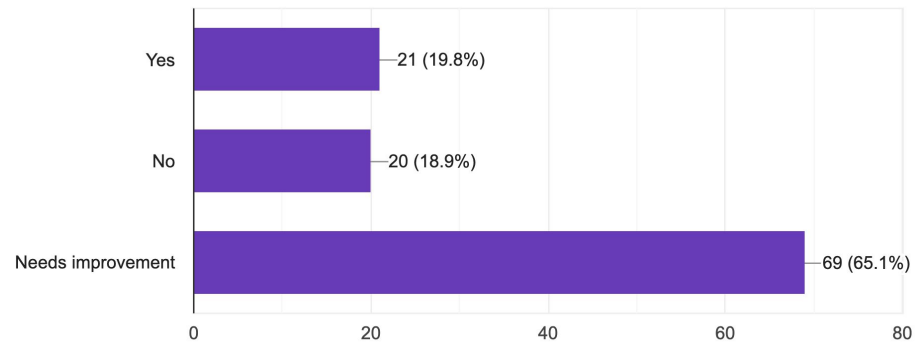
9) Does the library/media center have recent visual, print, and non-print materials that accurately provide information about diverse student groups in traditional and non-traditional roles?

108 responses



10) Are materials, notices, and other school communication available in multiple languages, Braille, or audio versions as required?

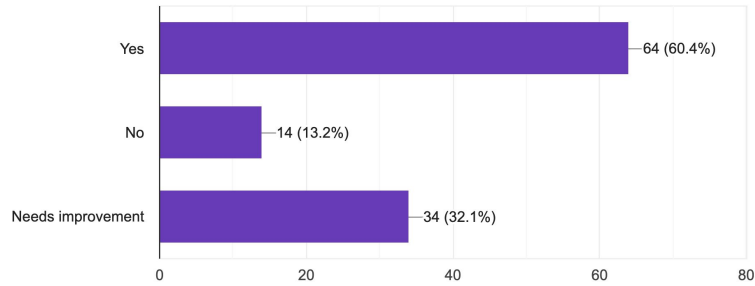
106 responses



Staff

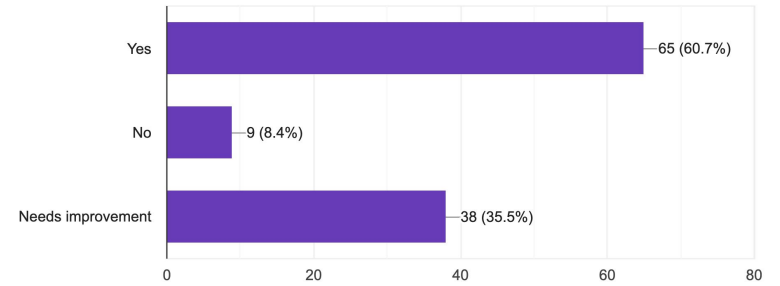
1) Are all students spoken to in the same manner and held to consistent standards of behavior?

106 responses



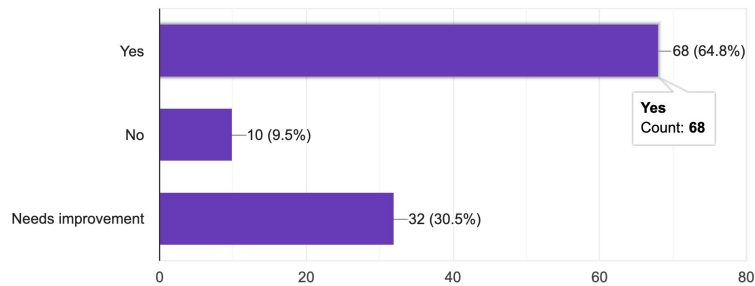
2) Are discipline infractions and praise distributed equitably in the classroom?

107 responses



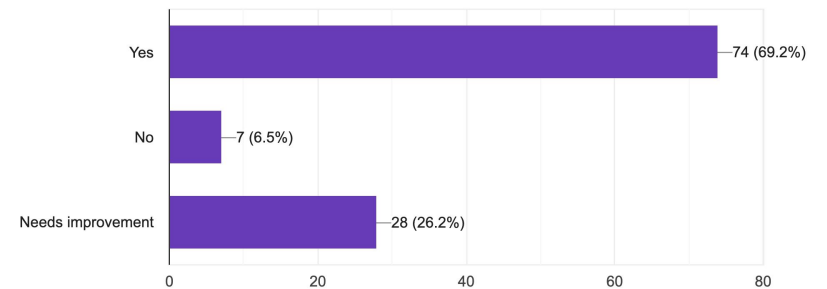
3) Are students given access to resources, facilities, and academic placement dependent on individual talent, skill, and interest?

105 responses



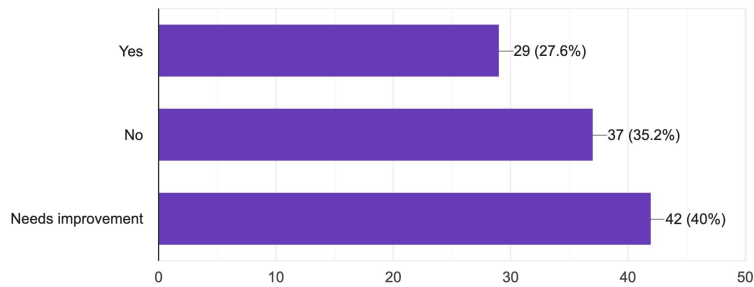
4) Are acceptable standards for students' behavior, language, and dress nondiscriminatory?

107 responses



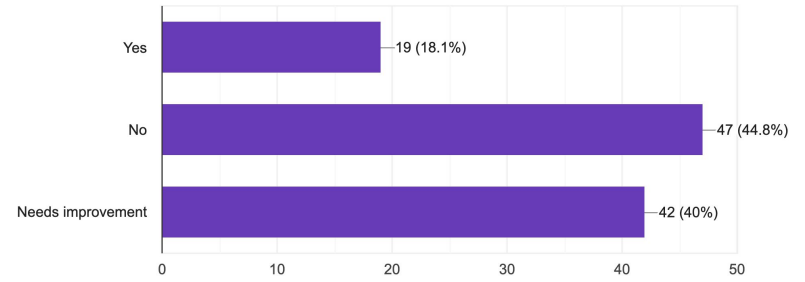
5) Is the composition of the KASD staff representative of the racial/ethnic/gender/disability composition of the student body and the larger school community?

105 responses



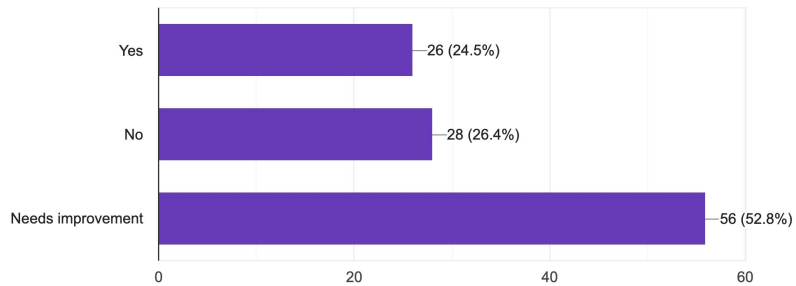
6) Are KASD staff members of different genders, races, ethnic backgrounds, or disabilities distributed equitably across the various job classifications from administration to noncertified positions?

105 responses



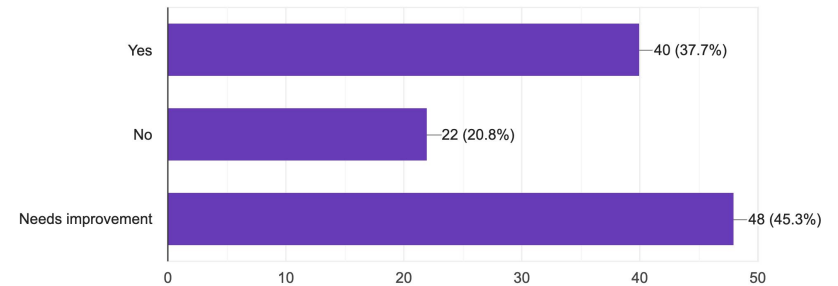
7) Are all KASD staff members familiar with the varied demographic groups and neighborhoods in the school?

106 responses



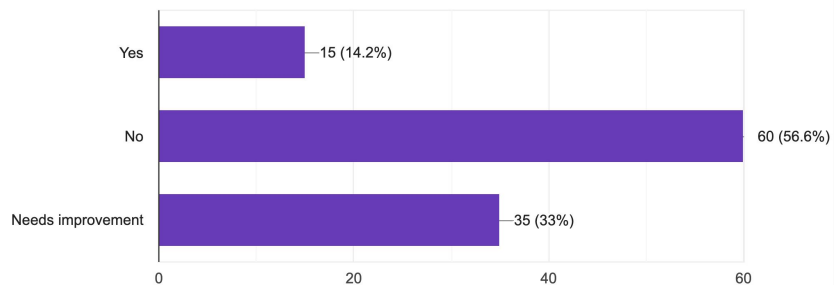
8) Do KASD staff members communicate well and on a regular basis with staff members from other ethnic, racial, language, gender or disability groups?

106 responses



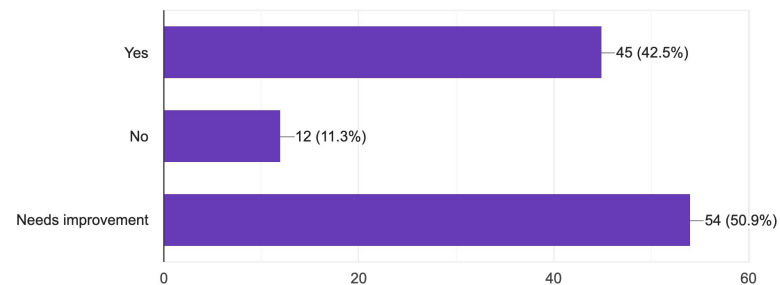
9) Have all KASD staff members received in-service training to recognize strategies for countering bias?

106 responses



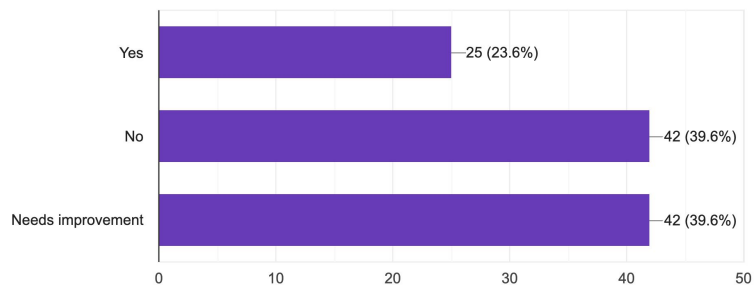
10) Are KASD members of the instructional staff able to utilize personalized instructional methods to meet diverse student needs and learning preferences?

106 responses



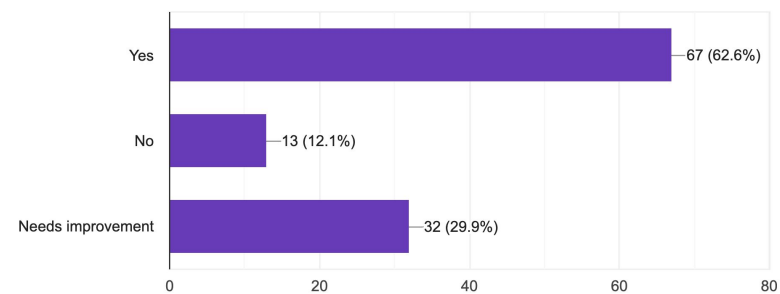
11) When KASD staff members are assessed, are competencies in educational equity an integral part of their performance?

106 responses



12) Are people at different job levels, paid or volunteer, treated with comparable respect?

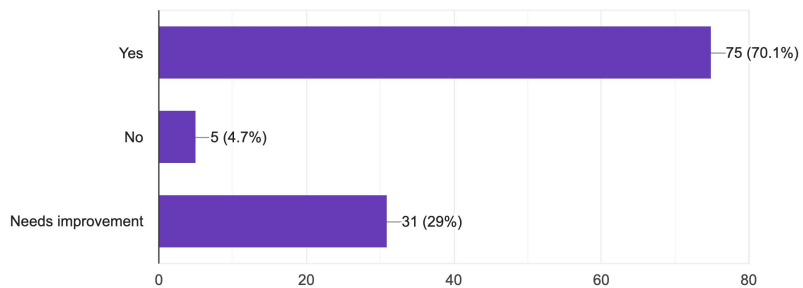
107 responses



Assessment/Placement

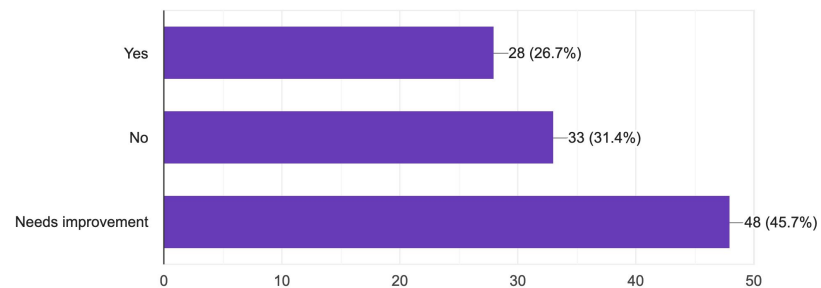
1) Are multiple instruments used for student assessment, including performance measures?

107 responses



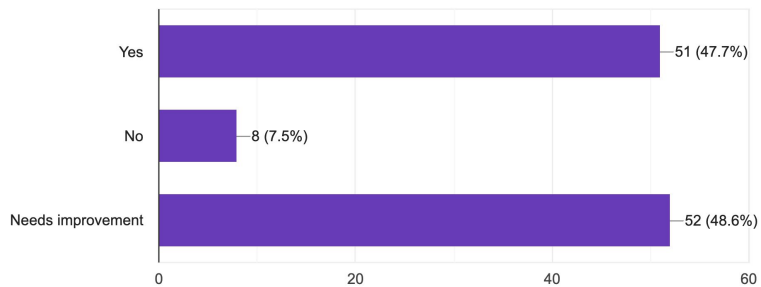
2) Is all assessment data analyzed according to individual student progress as well as disaggregated patterns and outcomes by race, gen... socioeconomic status, and geographic location?

105 responses



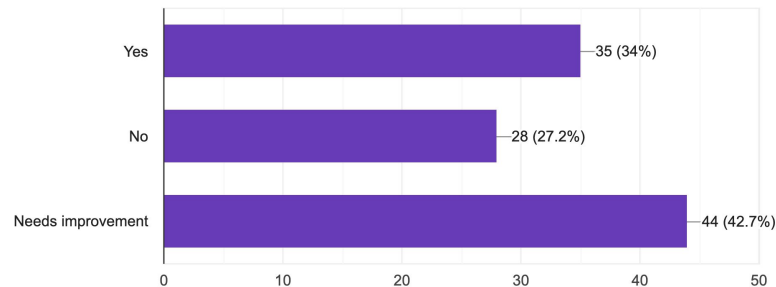
3) Are assessment procedures available that accommodate English Learners and students with disabilities?

107 responses



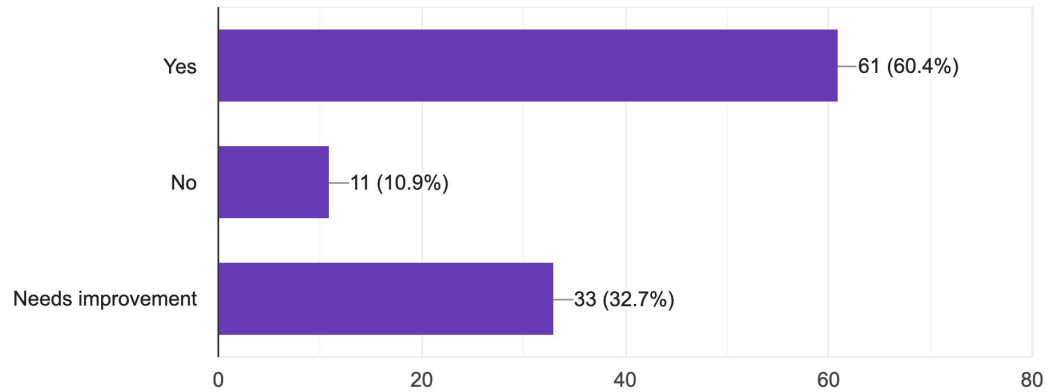
4) Are all levels of classes, including special education, vocational education, gifted education programs, and advanced courses comprised of stude...diversity within the overall student population?

103 responses



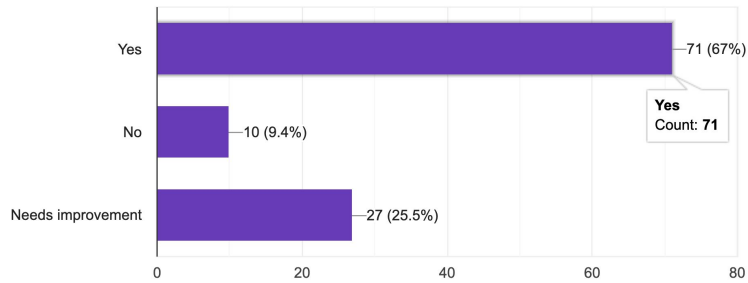
5) Is guidance and counseling provided to encourage all students to take higher-level courses, particularly in the critical filter areas of Honors and AP courses?

101 responses

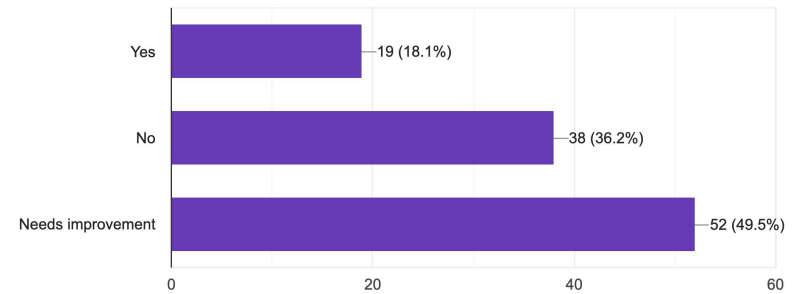


Professional Learning

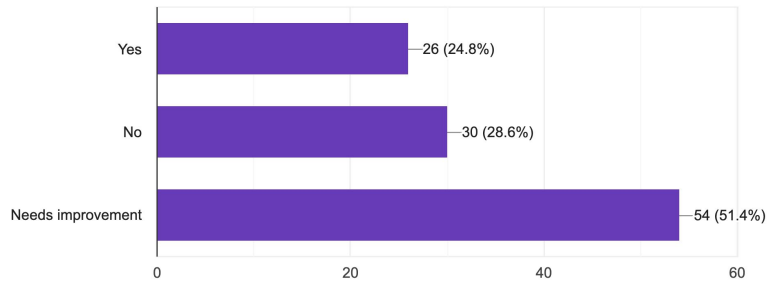
1) In order to ensure flexible, heterogeneous, and integrated grouping within classes, are teachers exposed to a variety of instructional approaches t...nd foster both competitive and cooperative skills?
106 responses



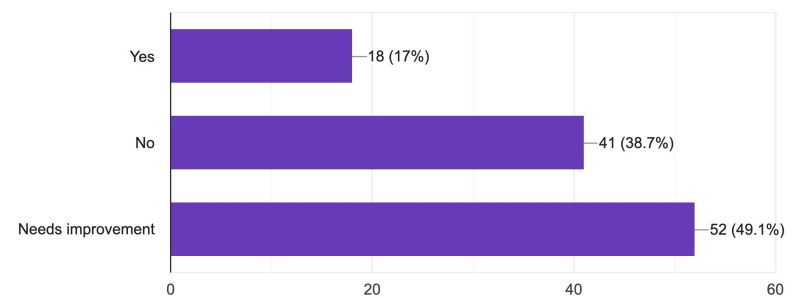
2) Are relevant equity issues infused throughout all professional learning activities?
105 responses



3) Are opportunities provided for staff at all levels and in all job descriptions to obtain in-service training regarding educational equity issues and concerns relevant to specific populations?
105 responses

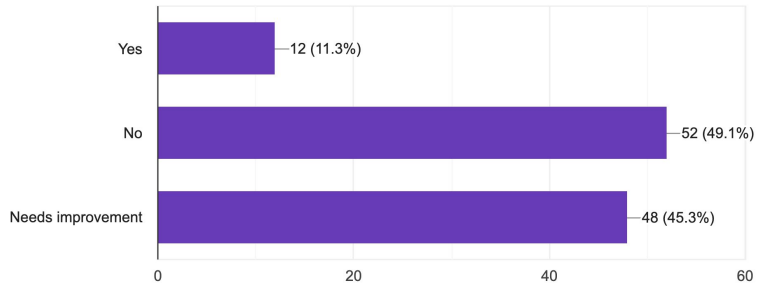


4) Are staff members trained to identify equity needs and to utilize instructional methods to meet the learning preferences of diverse students and groups?
106 responses



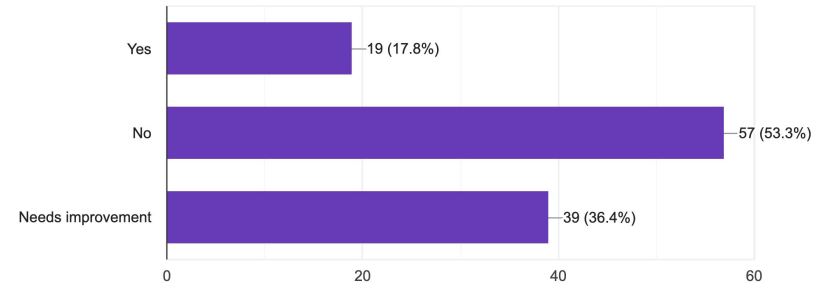
5) Are in-service opportunities offered to provide dialogues between policymakers, administrators, teachers, support staff parents, as...rehevnsive strategies for addressing equity issues?

106 responses



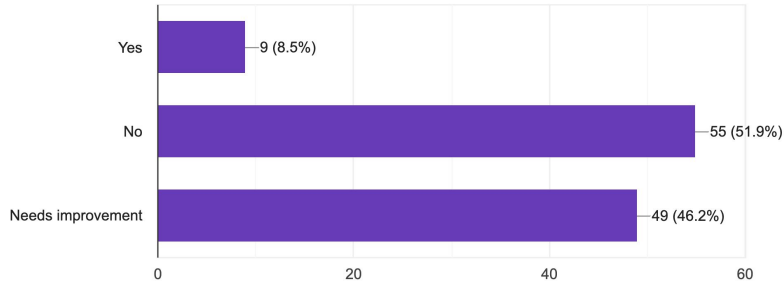
6) Are translators or sign language interpreters available for participants in staff development who are from particular language minority or disability groups?

107 responses



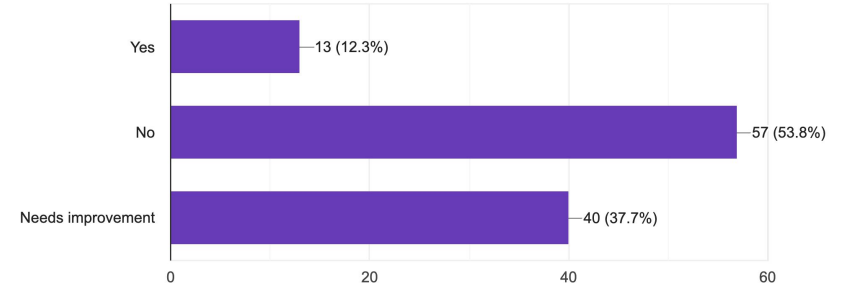
7) Is content training offered to provide KASD staff with curricular information and knowledge of multicultural print, non -print, and human resources available to enhance educational equity?

106 responses



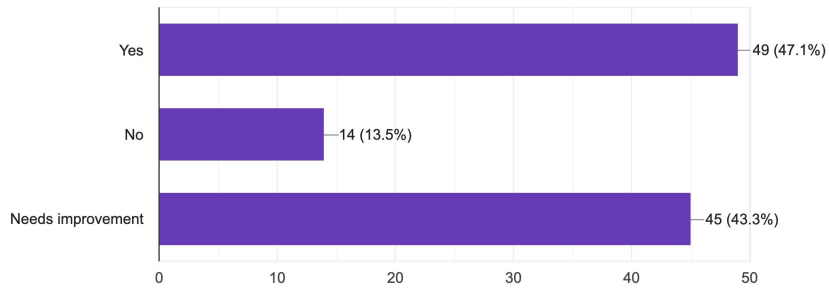
8) Do KASD staff members receive training in culturally responsive communication and group processes to increase their effectiveness in working with diverse populations?

106 responses



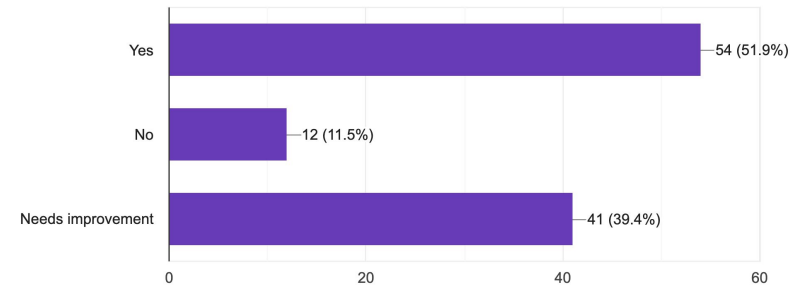
9) Are critical educational issues addressed in ways that do not stereotype or stigmatize particular groups?

104 responses



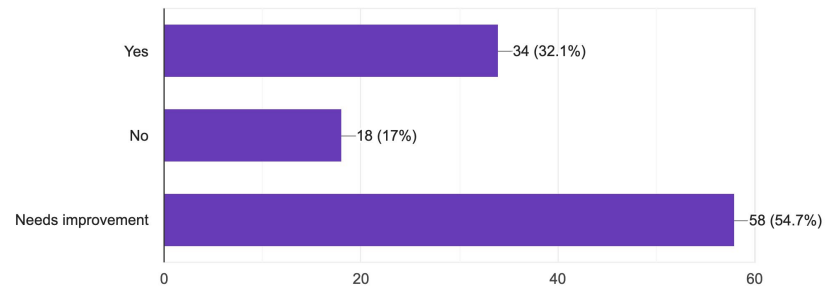
10) Are presenters and facilitators of in-service programs representative of the gender, racial, ethnic, and disability composition of the school system?

104 responses



11) Is professional learning delivered in ways which model techniques and authentic perspectives that are relevant to the diverse groups in the school community?

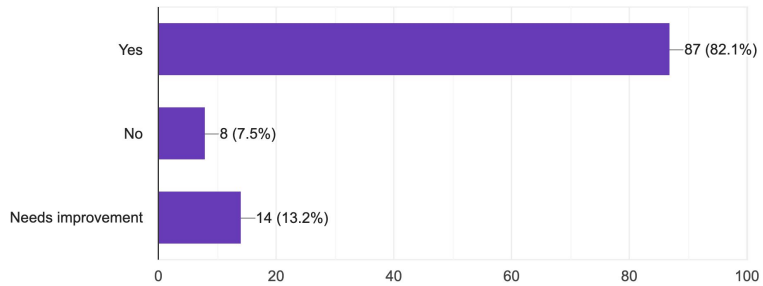
106 responses



Standards and Curriculum Development

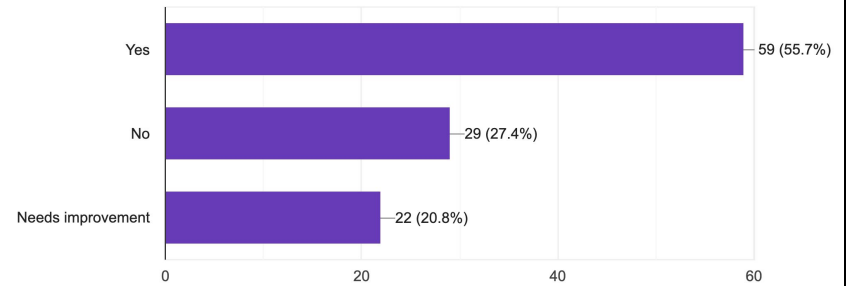
1) Are all KASD teachers involved in curriculum development to meet standards?

106 responses



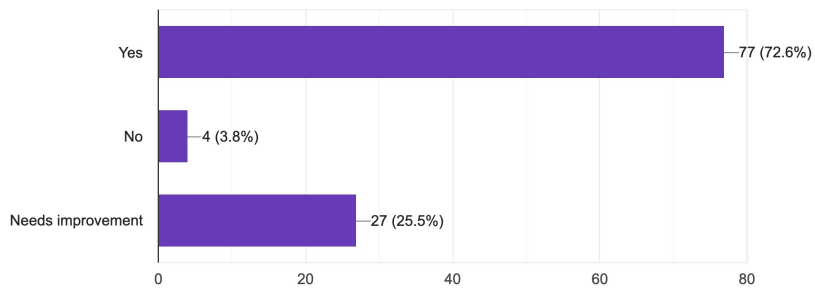
2) Are all students held to the same academic standards?

106 responses



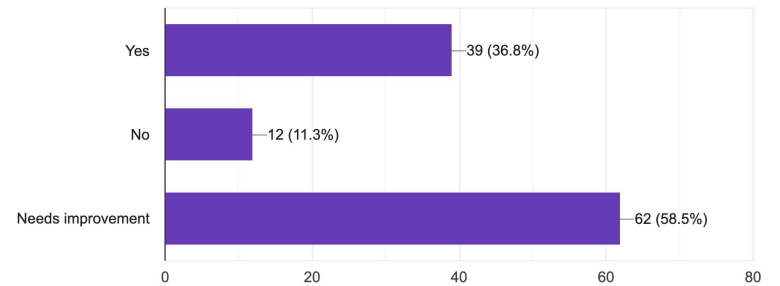
3) Are the policy and instructional modifications put in place when students are unable to meet the standards?

106 responses

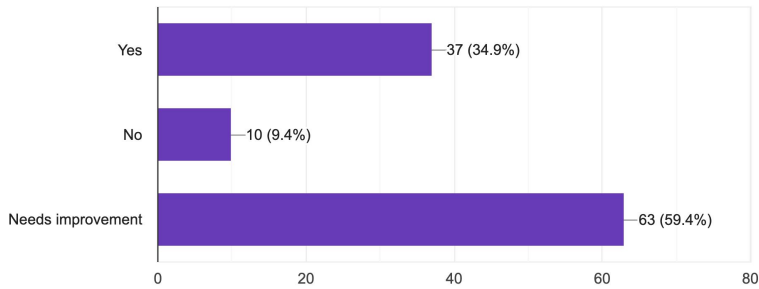


4) Does the curriculum utilize print and non-print materials that represent diverse groups?

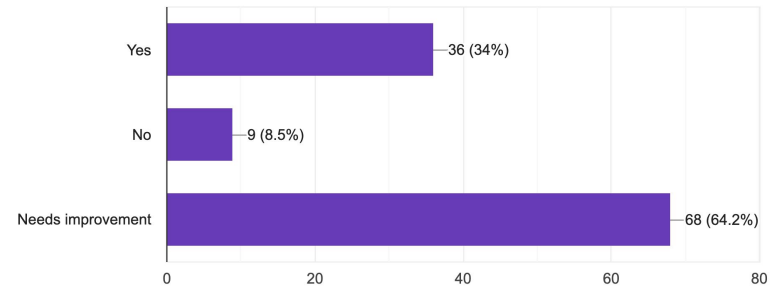
106 responses



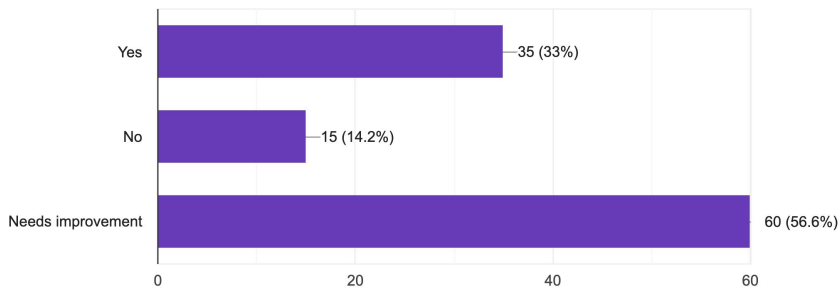
5) Do recommended textbooks and other instructional materials reflect, as much as possible, the experiences and perspectives of diversity among ra..., ethnic, language, religious, and gender groups?
106 responses



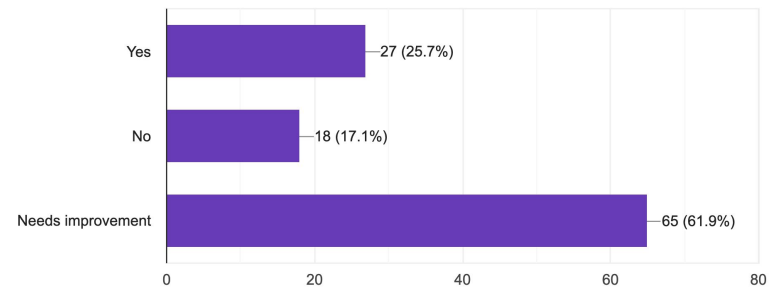
6) Are teachers' classroom activities and examples culturally responsive according to race, ethnicity, language, gender or gender identity, religion, and disability?
106 responses



7) Do teachers use classroom lessons to increase awareness and counter the past effects of bias and discrimination?
106 responses

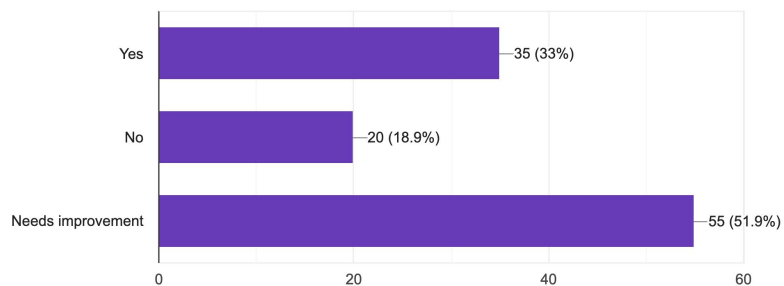


8) Do the curricula infuse culturally responsive information into instructional approaches and prepare students for a diverse society and workplace?
105 responses



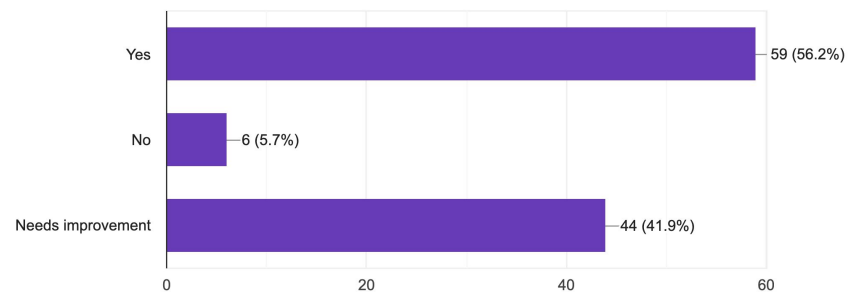
9) Are people with disabilities shown in the curriculum actively interacting with both people with and without disabilities?

106 responses



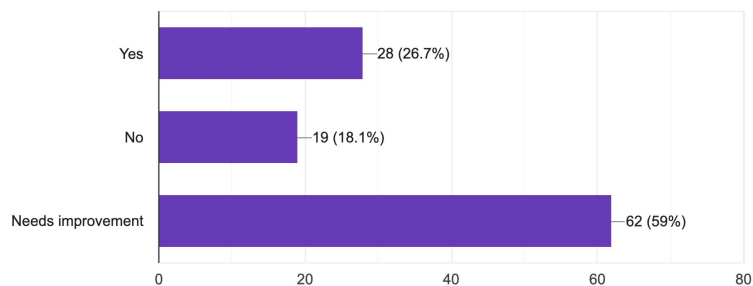
10) Is language used which does not stereotype people or groups?

105 responses



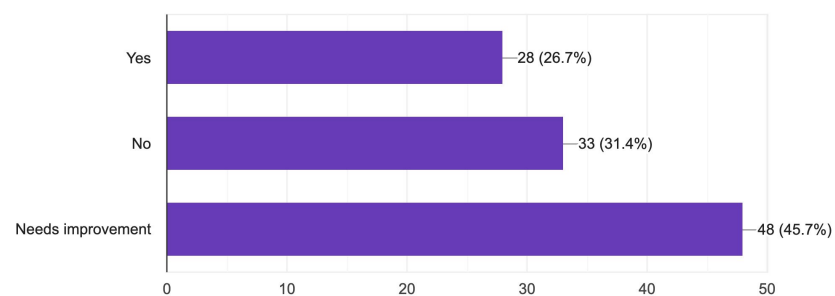
11) Does the curriculum suggest ways to examine the perspectives and contributions of people of color and women in every subject area, especially in...ics, Science, Social Studies, History, and English?

105 responses



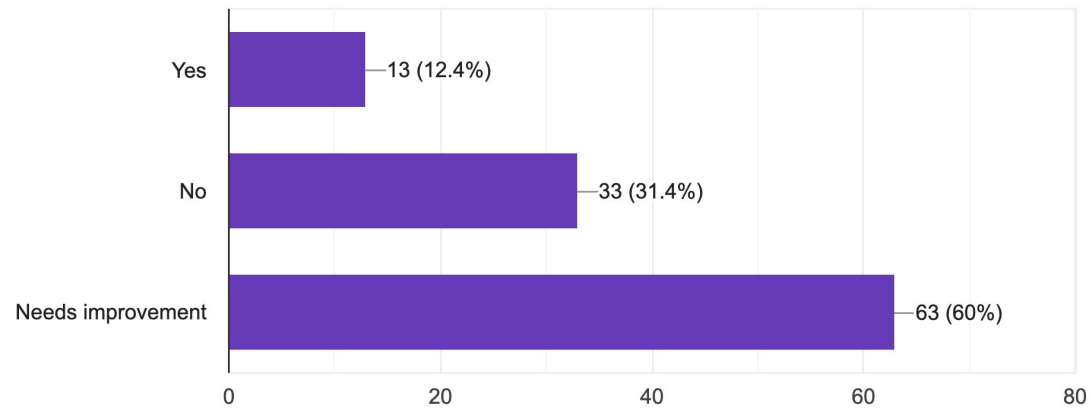
12) Are teachers encouraged to use and provide examples of materials produced by women, people of color, and people with disabilities as part of the curriculum?

105 responses



13) Are lists and descriptions of resources (e.g. community organizations, parent volunteers, events, historical sites, etc.) provided to reinforce...iences and contributions of diverse cultural groups?

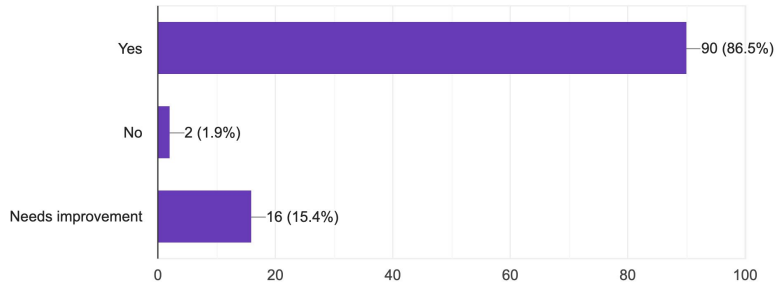
105 responses



Academic Placement, Tracking, and Grouping

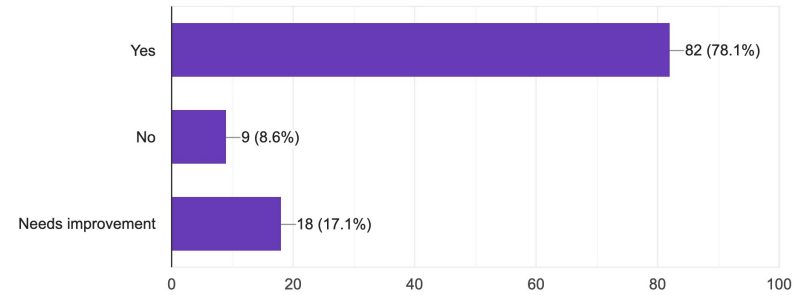
1) Do you use flexible and heterogeneous grouping to provide enrichment and higher-order thinking skills for all students in different subjects and activities?

104 responses



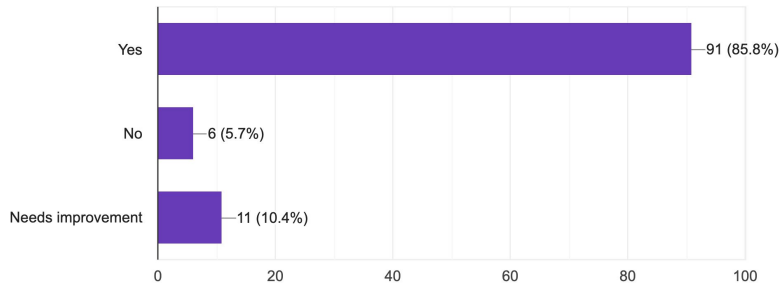
2) Are students reassessed regularly for appropriate academic placement and content?

105 responses



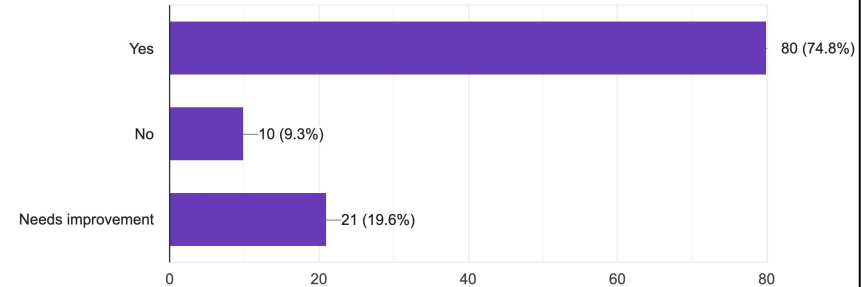
3) Do you assign classroom seating patterns, projects, and other structured group activities to integrate all students regardless of race/ethnicity,....entity/sexual orientation, or socioeconomic status?

106 responses



4) Are educational decisions based upon student profiles that include parent, student, and teacher recommendations, as well as classroom assessmen...interest inventories, and performance measures?

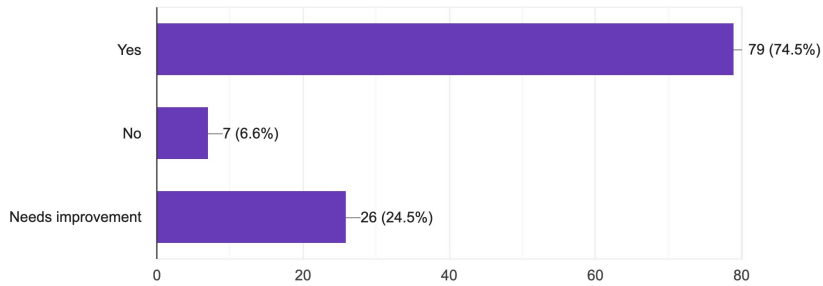
107 responses



Student Leadership and Recognition

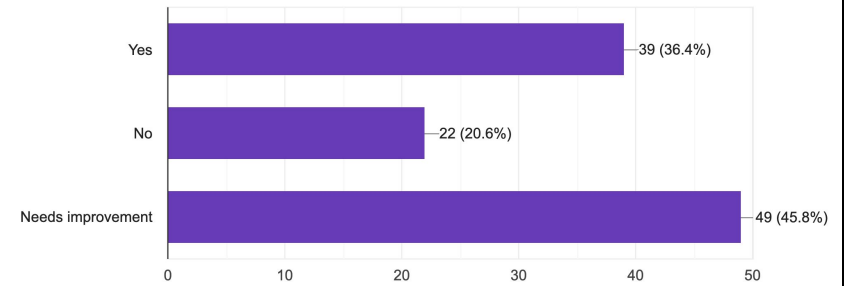
1) Do you structure classroom activities in order to promote the development and exercise of leadership skills among diverse students?

106 responses



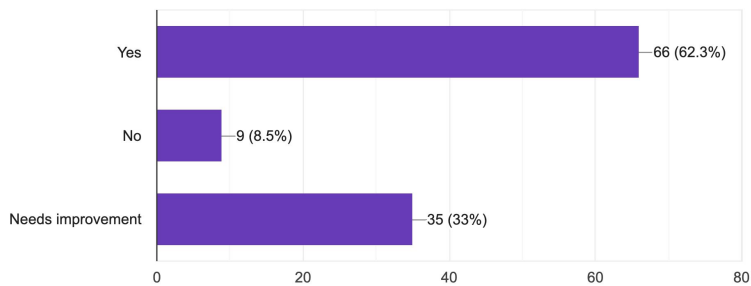
2) Do you encourage parents and other community members of diverse backgrounds to act as role models and help students to develop their abilities and obtain needed resources?

107 responses



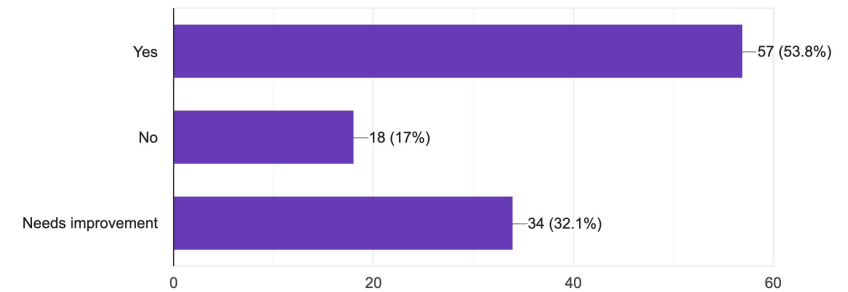
3) Do you facilitate diverse student representation in curricular, extracurricular, and co-curricular activities?

106 responses



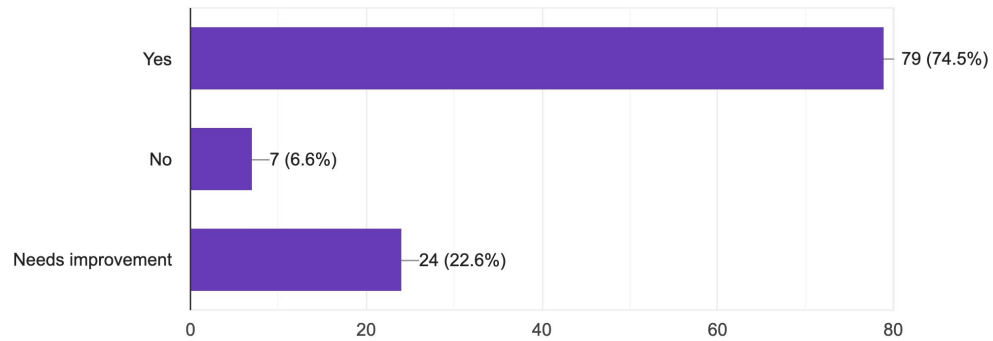
4) Do you nurture student self-esteem through the study of student backgrounds and cultures?

106 responses



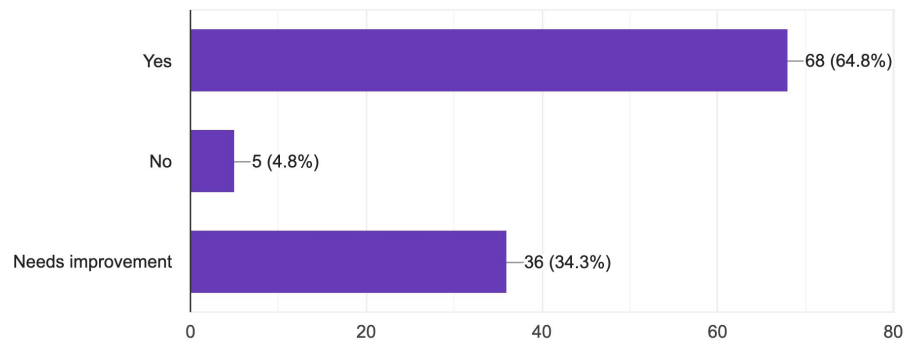
5) Are there established areas of recognition and processes for honoring students' contributions, achievements, and services?

106 responses



6) Are there opportunities to enable diverse students to develop leadership skills in problem-solving and intergroup communication?

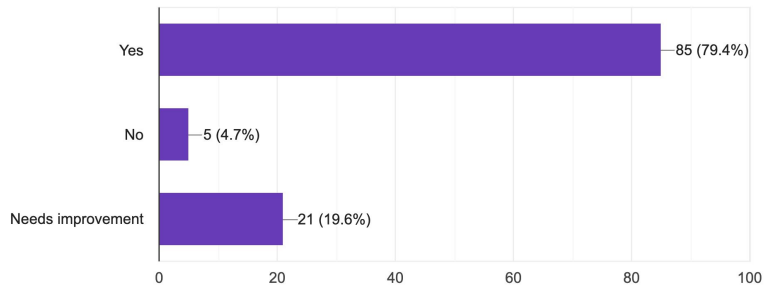
105 responses



Classroom Environment

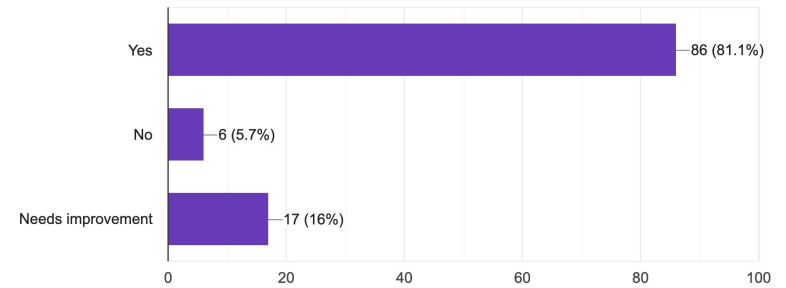
1) Are expectations for students equitable regardless of race/ethnicity, gender, language, disability status, gender identity/sexual orientation, or socioeconomic status?

107 responses



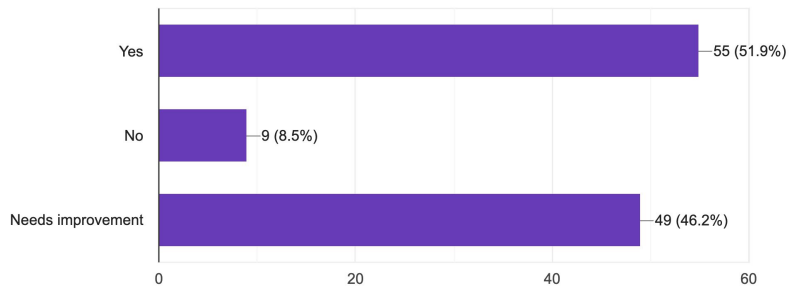
2) Are all classroom procedures and patterns, including seating, lines, and activity areas, as well as academic and athletic groupings, integrated and equitable?

106 responses



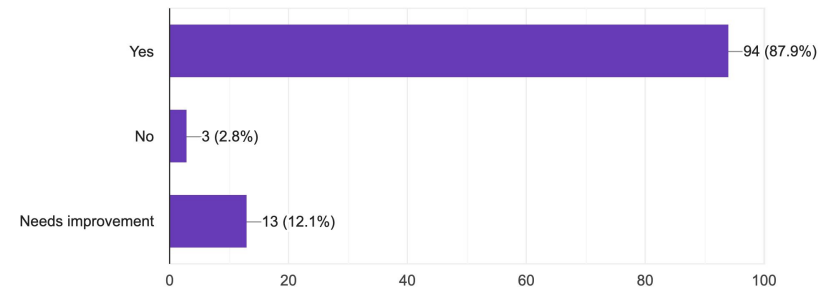
3) Are the instructional materials culturally inclusive and nonbiased regarding gender, sexual orientation, race, language, age, socioeconomic status, and disability?

106 responses



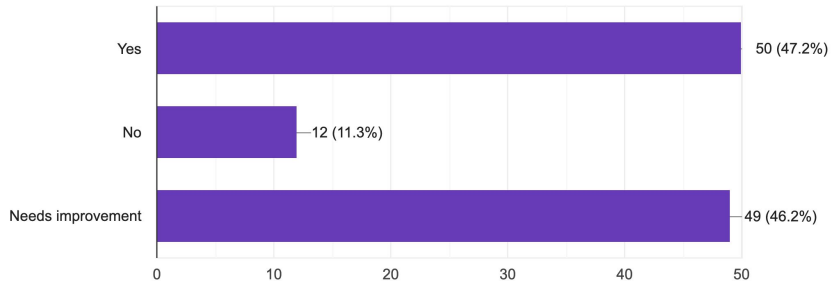
4) Are classroom tasks distributed equitably regardless of race/ethnicity, gender, English Learners, disability status, gender identity/sexual orientation or socioeconomic status?

107 responses



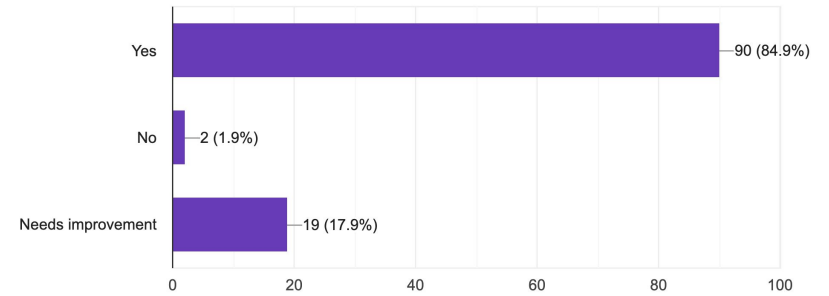
5) Do the bulletin board illustrations and other visual materials depict diversity of students in a variety of roles regardless of race/ethnicity, gender...tity/sexual orientation, or socioeconomic status '?

106 responses



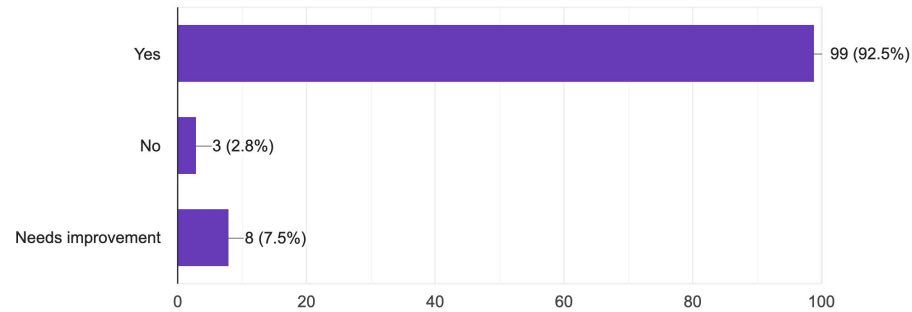
6) Is there an effort made to use nonbiased verbal and nonverbal language in the classroom?

106 responses



7) Do you provide an invitational environment where commonalities are appreciated and differences are understood and valued?

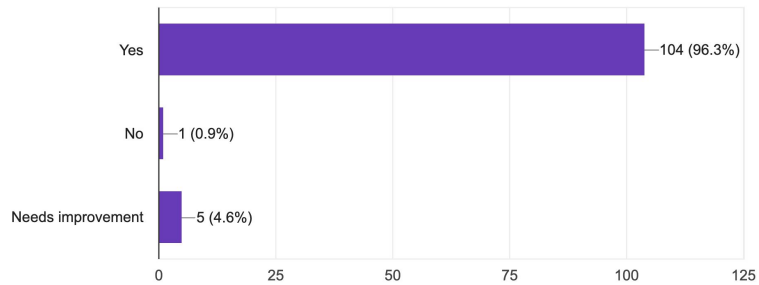
107 responses



Instructional Strategies

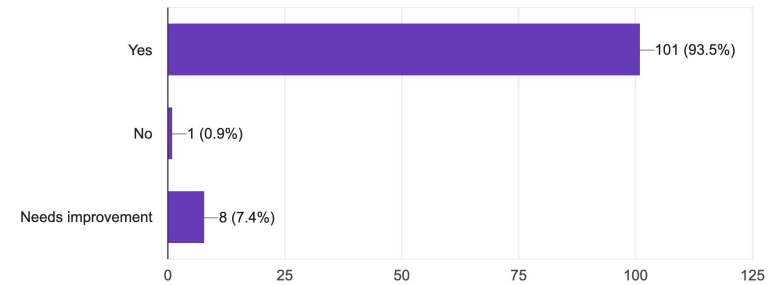
1) Do you provide support to all students based on individual needs and learning preferences?

108 responses



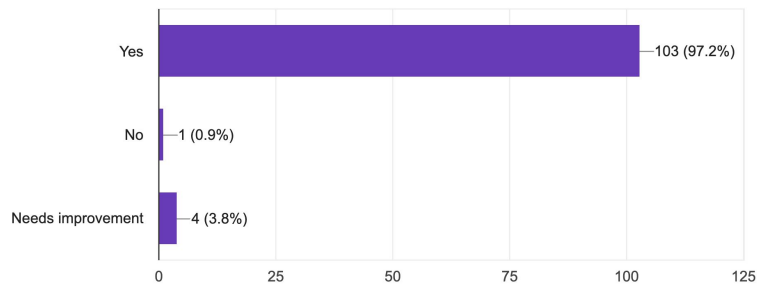
2) Do you set consistent expectations, rules, and consequences for student behavior?

108 responses



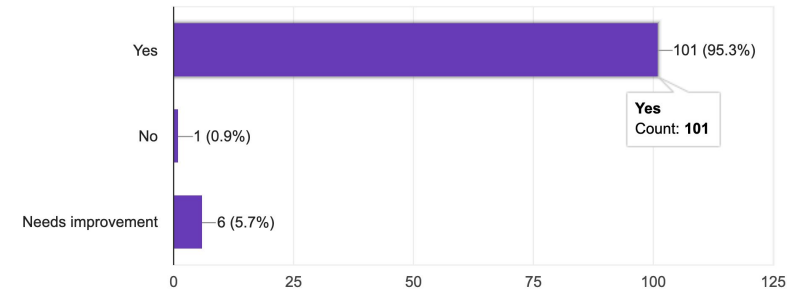
3) Do you praise students for the intellectual quality of their work, irrespective of the student's race/ethnicity, gender, language, disability status...riteria which have been announced to the students?

106 responses



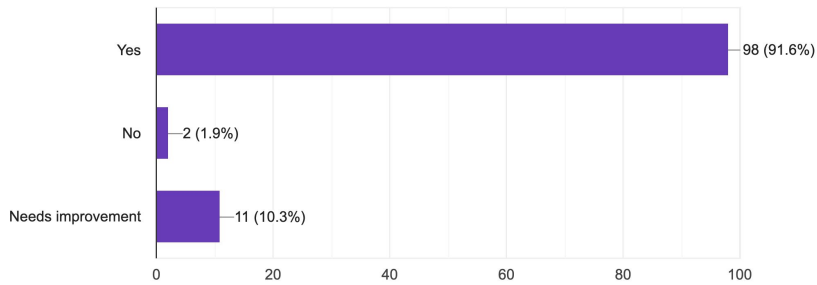
4) Do you promote cooperation and integration of students through activities that help students to work together more effectively?

106 responses



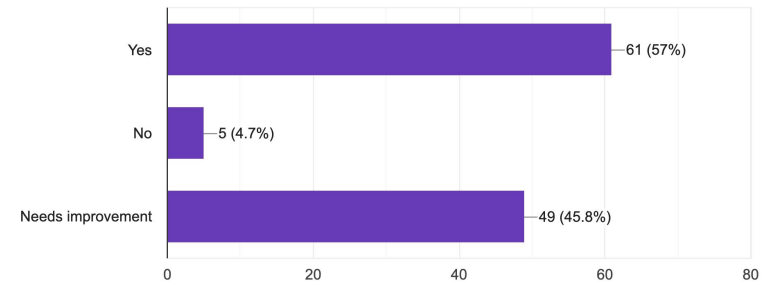
5) Do you use research-based instructional strategies, such as differentiation and other teaching methods to support the diverse learning needs of students?

107 responses



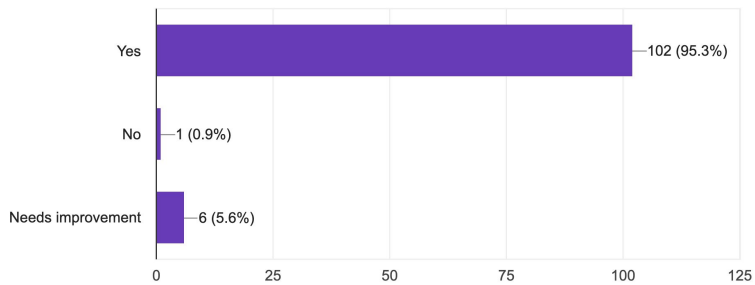
6) Do you develop appropriate lessons and instructional supports to meet the needs of English Learners?

107 responses



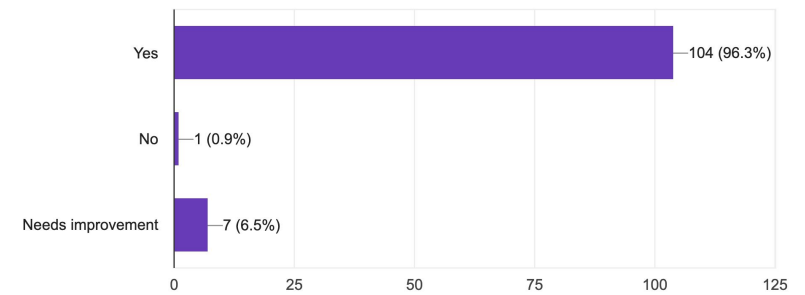
7) Do you communicate high expectations and respect for all students including equitable praise, questioning, wait time, feedback, and rewards?

107 responses



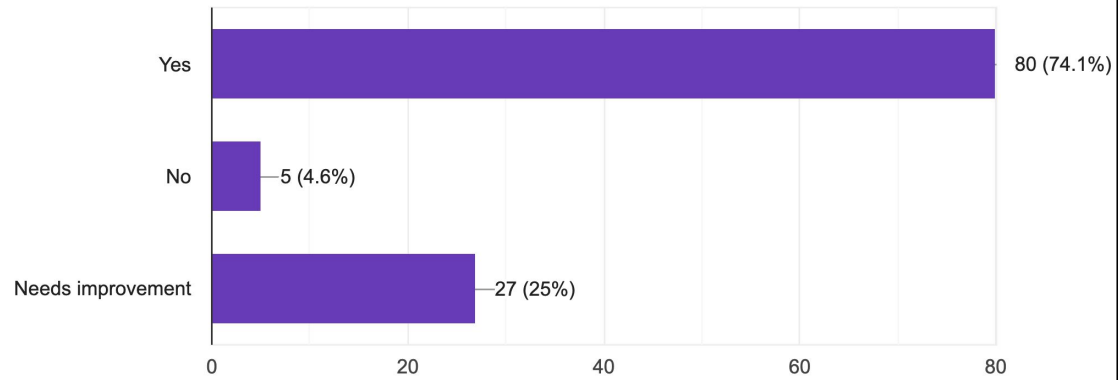
8) Do you direct the classroom discussion to enable all students to participate?

108 responses



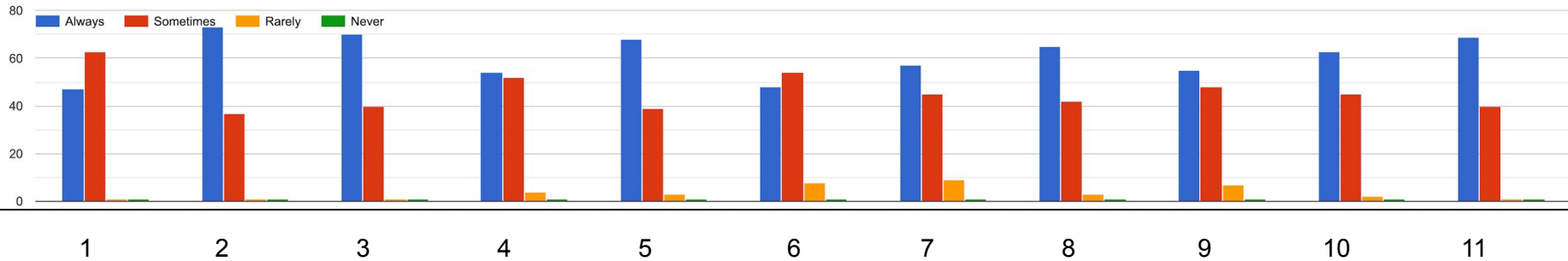
9) Do you analyze your own interactions with students to determine any differential patterns and take actions to counteract and balance differences?

108 responses



Teacher Behaviors that Encourage Student Persistence

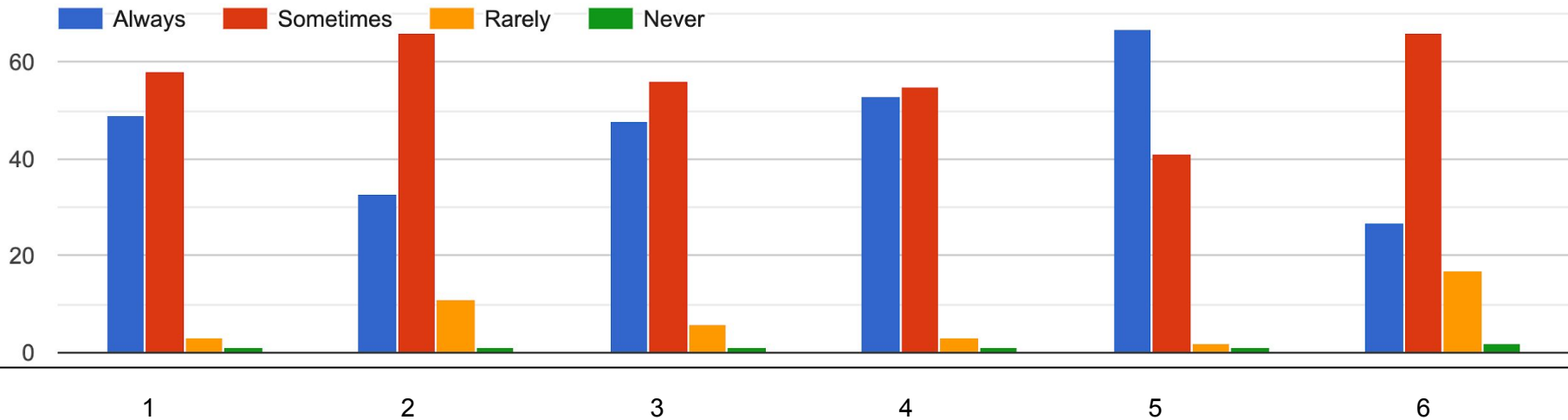
Instructional Interventions Do teachers ___?:



KEY

- 1 - Ask challenging and engaging questions
- 2 - Communication high expectations
- 3 - State requirements for successful completion of requirements of assignments clearly and definitively
- 4 - Avoid ambiguous statements and directions
- 5 - Encourage students to explore new ideas and approaches to problem-solving
- 6 - Encourage student self-assessment and evaluation to identify strengths and weaknesses
- 7 - Analyze the impact of teaching styles on students learning and make appropriate adjustments in style
- 8 - Encourage students to set realistic timetables for completing assignments
- 9 - Help students identify milestones in reaching their goals
- 10 - Assist students in celebrating milestones and utilizing failure as constructive learning for planning
- 11 - Provide opportunities for students to use hands-on materials

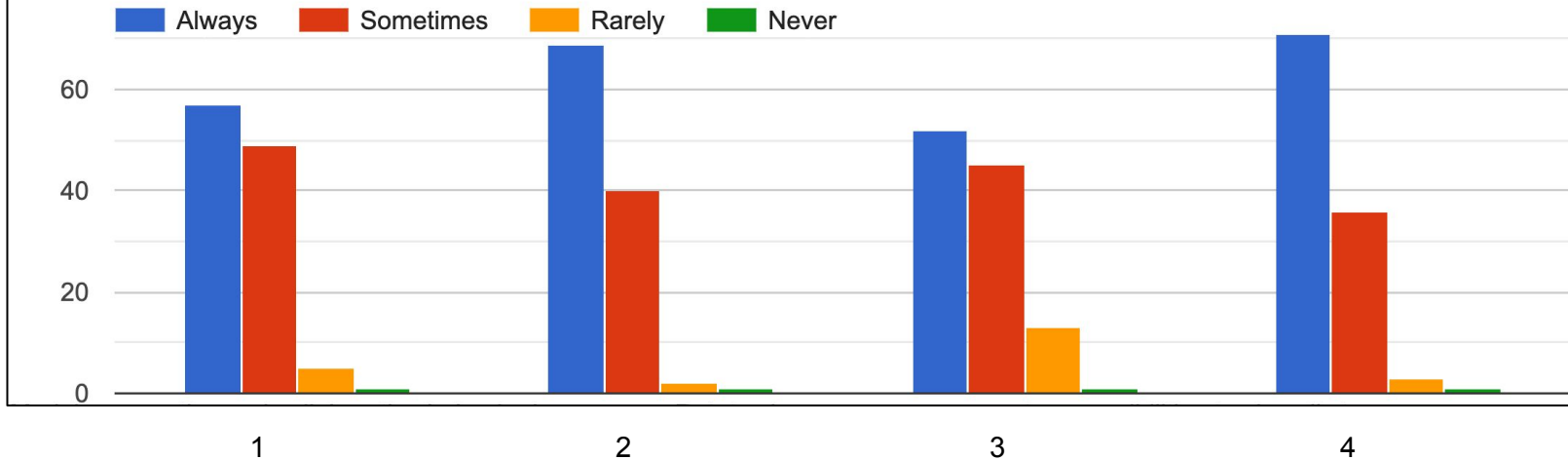
Curriculum Interventions: Do teachers ____?:



KEY

- 1 - Provide opportunities for students to relate their experiences to the curriculum
- 2 - Provide a variety of choices in curriculum content and activities
- 3 - Identify a wide range of knowledge and skills which students could acquire if they *[sic]*
- 4 - Provide opportunities for students to use hands on materials
- 5 - Provide challenging work to engage students in learning
- 6 - Use culturally responsive pedagogy and instructional materials that reflect diversity

Classroom Management Interventions: Do teachers ____?:



KEY

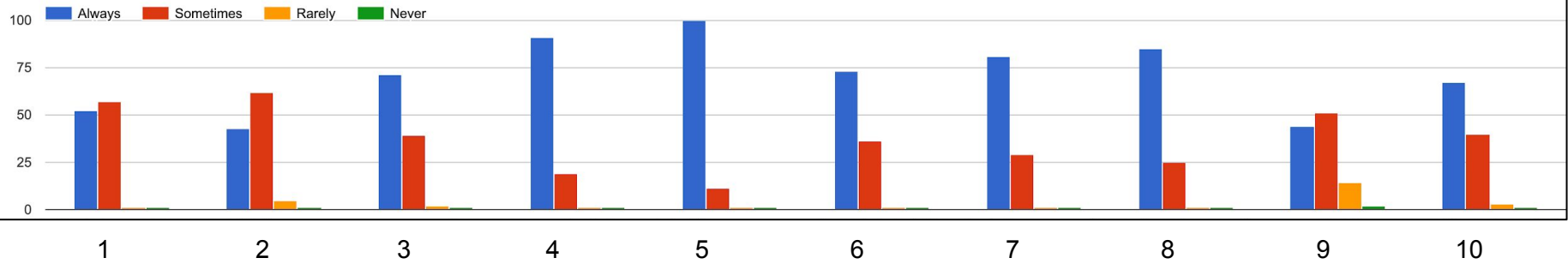
1 - Model cooperative and collaborative behavior by encouraging students' participation in classroom management decisions

2 - Demonstrate flexibility and fairness in situations which evoke conflict and potential classroom disruption

3 - Rotate classroom management responsibilities to give all students an opportunity to be leaders and problem solvers

4 - Reward and praise students' work equitably and consistently

Interpersonal Interventions: Do teachers ____?:



KEY

- 1 - Find opportunities to improve interpersonal skills
- 2 - Share problems and persistence techniques
- 3 - Provide appropriate verbal and concrete rewards for students' efforts
- 4 - Encourage cooperation between students
- 5 - Learn and use students' names
- 6 - Admit own learning role by acknowledging information provided by students
- 7 - Respect students' thoughts, feelings, sense of insecurity, and concerns
- 8 - Establish a warm personal relationship that helps students know they are liked and expected to succeed
- 9 - Send positive messages home as well as concerns
- 10 - Model language used in creating an inclusive classroom

Final Question:

Please feel to comment or share observations and/or experiences related to equity at KASD. Also, feel free to expand on a response within the audit. If you want, you can leave your name, but that is completely optional.

Click [here](#) for responses.