



ORANGE SOUTHWEST SCHOOL DISTRICT

Policy C29

DISTRICT EQUITY POLICY

Policy

The Orange Southwest School District (District) is committed to the success of every student, regardless of race, ethnicity, religion, family economics, class, geography, ability, language, gender, sexual orientation, gender identity or initial proficiencies. The Orange Southwest School Board (Board) holds itself and all District and school-site decision-makers, faculty, and support staff accountable for building a District-wide commitment to equity. The District will ensure alignment of policies¹, programs, operations, practices, and resource allocations with Vermont's Educational Quality Standards.

Definitions²

“Equity” or “Equitable,” in relation to schools or educational programs, results in each student receiving the resources and educational opportunities to learn and thrive in all aspects of learning, school life, career technical education, and community-school interactions, and to discover and cultivate their talents and interests. To be achieved, equity requires an inclusive school environment and may necessitate an unequal distribution of resources and services based on the needs of each student.

“Culture” refers to a set of distinctive spiritual, material, religious, intellectual, creative, and emotional attributes of a society or social group and encompasses, in addition to art and literature, lifestyles, ways of living together, values, traditions, and beliefs.

“Inclusion” or “Inclusive” practices are school-based curricula, programs, activities, resources, and policies that ensure that academic learning, co-curricular and social offerings, and all other aspects of school life are based on the values of equality, equity, social and cultural diversity, freedom and dignity, so that all students are valued as unique individuals and can achieve their full academic and social potential.

Administrative Responsibilities

To realize this commitment to educational equity, OSSD will develop and implement a Continuous Improvement Plan for each school, or a combined plan for some or all of the buildings. The Plan will be aligned with the Education Quality Standards and should serve to inform the overall strategic plan for the SU/SD, incorporating reporting, planning, and implementation requirements of federal and state law, and any other regulatory requirement, including those that are local.³

¹ SBE Rule 2121.1 - School Leadership

² SBE Rule 2110 - Definitions

³ SBE Rule 2125 Continuous Improvement Plan

The superintendent will identify outcome indicators as necessary to monitor this policy and shall provide an annual status report to the Board.

<i>VSBA Version:</i>	<i>February 3, 2025</i>
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<i>Date Adopted:</i>	<i>June 4, 2025</i>
<i>Cross Reference</i>	<i>Community Engagement & Vision</i>
<i>Legal Reference(s):</i>	<i>16 V.S.A. § 165 Education quality standards; equal educational opportunities VT SBE Rule Series 2000 Education Quality Standards (revised)</i>