EQUITY

Chesterfield County Public Schools takes pride in the global backgrounds of all our students. It is our goal to ensure that each student has an innovative educational experience and a dynamic learning environment that is barrier-free and counteracts the contemporary and historical impact of bias, prejudice, and discrimination. The School Board recognizes that a number of critical factors must be considered to ensure that all students achieve at high levels. Chesterfield County Public Schools produces learning outcomes for all students without regard to sex, race, creed, color, national origin, class, socioeconomic status, gender, ethnicity, sexual orientation, gender identity, cognitive/physical ability, disability, diverse language fluency, religion, ancestry, marital or parental status or any other unlawful basis.

Chesterfield County Public Schools is obligated to embrace the diversity within our school division while eliminating practices that promote disparities and differences amongst our students and guarantee that all students have the opportunity to benefit equally.

In order to secure the vision of Chesterfield County Public Schools, the school division will focus on the individual and unique needs of each student by:

- The Superintendent having the authority to establish and maintain an Equity Committee comprised of members from the community and school division employees to analyze the current practices of Chesterfield County Public Schools in order to welcome the diverse population of Chesterfield County.
- The School Board allocating local, state, and federal resources to support equity throughout the school division including funding, staffing, and instructional resources.
- Committing to ensuring that fairness, equity and inclusion are essential principles of our school system fully integrating these principles into all of our policies, programs, operations, and practices.
- Adopting a teaching and learning culture that includes high expectations of students and staff, varied teaching and learning styles, and individualized systemic supports for teachers and students.
- Creating multiple pathways that widen access to educational opportunities, and lifelong success.
- Providing high quality, cultural relevant and responsive curricula for all students and teachers.
- Identifying, developing and applying best instructional practices that make a positive difference for students and groups of students in order to reduce prevalent and persistent achievement gaps.
- Facilitating equitable access to co-curricular and extra-curricular activities, social services, enrichment and remediation opportunities.

CHESTERFIELD COUNTY PUBLIC SCHOOLS
• Engaging, including and collaborating with our families, students, residents, communities, and stakeholders as the School Board recognizes their active involvement is essential to the School Board’s own responsibility for effective and equitable governance.

• Maximizing the academic achievement of every child by allocating resources equitably, not necessarily equally.

• Affirming the identity of each student while acknowledging and celebrating differences to create a sense of belonging for each and every student.

• Providing cultural competency and implicit bias training to Chesterfield County Public School staff.

In order to ensure that Chesterfield County Public Schools uses equity as a lens for resource allocation, staffing, and the creation of inclusive, instructional environments, the school division will ask the following guiding questions as a part of the decision-making process:

• Does each decision align with the school division’s mission/vision?

• Which stakeholders are affected by this decision? Is it positive or negative?

• Does the decision-making process create unintended consequences or worsen disparities amongst stakeholders?

• Are we including those affected by decisions in the decision-making process?

• Has Chesterfield County Public Schools explored all possibilities?

• How sustainable is the outcome of the decision-making process?

Revised: June 9, 2020
Adopted: June 12, 2018

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