



Book	Policy Manual
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29. Pol. 249

[Commonwealth Education Blueprint](#)

[PSBA Equity Tools and Resources](#)

Pol. 220

Pol. 251

Pol. 913

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Purpose

The Board adopts this policy to prioritize the principle of educational equity through the fair and just allocation of resources, opportunities and treatment of students based upon each individual student's needs. The Board seeks to create an environment that fosters awareness of diverse perspectives and backgrounds; to build a community where everyone feels accepted and valued, and to be purposeful in looking for value in others. The pursuit of educational equity requires the continuous and collaborative effort of identifying various aspects of district programs and operations in which consideration of educational equity shall be analyzed, incorporated, and prioritized. The district shall be aided in this process through the use of educational equity data analysis and auditing tools.

To facilitate educational equity for all, the district shall be committed to:

1. Proactively identify equal opportunities and address barriers that cultivate achievement and/or opportunity gaps for students.
2. Ensuring that a student's educational achievement is neither predicted nor predetermined by explicit or implicit biases.

Definitions

Achievement gaps shall mean the academic disparities and/or differences between groups of students, as indicated through variances in academic indicators such as test scores, grade point average, and graduation rates.

Barriers shall mean factors that block or hinder movement or progression. Barriers to educational equity may include, but are not limited to, policies, administrative regulations, and practices; explicit and implicit biases; access to adequate resources; food insecurity; facilities; budgeted funds; curriculum and instruction; personnel; class size; Student Code of Conduct and school climate.

Cultural proficiency shall mean the policies and practices in an organization, or the values and behavior of an individual, that enable the person or institution to engage effectively with people and groups who are different from them. Cultural proficiency is a lens for examining one's work and one's relationships.

Diversity refers to a variety of differences among people in the school community. It is an understanding that everyone is unique, and a recognition of individual differences, which can include but are not limited to race, color, religion, national origin, ancestry, socioeconomic status, political beliefs, presence of disability, sexual orientation, biological sex, or gender expression.

Educational equity shall mean the process through which educational systems raise the achievement of all students while narrowing the gaps between the lowest performing students and highest performing students. It eliminates the predictability and disproportionality of which student groups

occupy the highest and lowest achievement categories.

Equity lens shall mean an intentional focus on assessing any inequitable impact the execution of a program, practice, operation, decision, or action may have on a student or group of students.

Equitable access refers to the ways in which educational institutions and policies strive to ensure that students have opportunities to take full advantage of their education. Increasing access generally requires schools to provide additional services or remove any actual or potential barriers that might prevent some students from equitable participation in certain courses or academic programs.

Explicit bias shall mean the actions, attitudes, and beliefs we have about a person or group on a conscious level.

Gender, for purposes of this policy, shall mean the range of characteristics pertaining to a person's gender identity and gender expression which includes a person's own sense of being male, female, some combination of male and female, or neither male nor female.

Implicit bias shall mean the subconscious actions, attitudes or stereotypes that affect our understanding, actions, and decisions in a subconscious manner.

Inclusion shall mean engaging, valuing, and respecting all groups (students, families, community members, administrators, instructional and support personnel and other education stakeholders) and including all groups as essential partners in the education process.

Intimidation of any group is defined as words and actions directed toward the actual or perceived race, color, religion, national origin, ancestry, socioeconomic status, political beliefs, presence of a disability, sexual orientation, biological sex, or gender expression constitute intimidation, when such words and actions have the purpose or effect of interfering with a student's educational performance, or creating an unwelcome, intimidating, hostile, or offensive educational environment.

The district believes that intimidation of any kind derails our efforts to educate students and enable them to thrive locally and in a global society. Students who commit the offense of intimidation with respect to the actual or perceived race, color, religion, national origin, ancestry, mental or physical disability, sexual orientation, gender or gender identity of another individual, whether such conduct occurs on school grounds or during school-sponsored trips, events or activities, will be mandated to reconcile through restorative practices, or reprimanded in accordance with the Student Code of Conduct.

The following consequences relate to **intimidation** as outlined above:

1. **Infraction of intimidation** - including, but not limited to the use of language (disparaging comments, verbal, social media, offensive gestures, or pictures, use of symbols (wearing ethnic symbols in a manner in which they are unintended and misrepresented), threats, defacing and destroying property, vandalism, graffiti, destruction of symbols and/or retaliation.
2. **Disciplinary consequence** - appropriate discipline will be implemented per the district's Student Code of Conduct and discipline policy/procedures.[1]
3. **Restorative/Reconciliation** - to strengthen relationships and repair harm, restorative support may include but is not limited to: mediation (if agreed upon by all parties), teacher-student-parent meetings, interactions with a school counselor/social worker, communication with teachers as needed, referrals to the Student Assistance Program, restorative lessons, and service-oriented opportunities.

Opportunity gaps shall mean the disparities in the delivery of educational and extracurricular opportunities, funding, and other resources between and among different student groups, leading to different academic, extracurricular, social, and economic outcomes for students.

School community includes school employees, students, parents/guardians, Board members, and all individuals who interact with the Hatboro-Horsham School District for any reason.

Authority

The Board is committed to the provision of an equitable education system that reflects the principles of fairness and justice for all students regardless of gender, race, ethnicity, socioeconomic status, English learner status, disability, and other characteristics, as well as the intersection of those characteristics. [1][2][3][4][5][6][7][8][9][10][11][12][13][14][15][16][17][18][19][20][21][22][23][24][25][26]

It is the right of every student to have an equitable educational experience within the district, and the responsibility of every staff member to adopt practices that support that right for all students. This policy ensures that the district is focused on closing the opportunity gap by providing historically under-resourced students with equitable access to programming and support resources and working to address policies, practices, attitudes, and cultural messages that reinforce individual and institutional bias and create disparate outcomes.

Delegation of Responsibility

The Board, Superintendent and/or designee(s) shall use an equity lens and quantitative and qualitative data to assess systematically which students and/or student groups are experiencing the least achievement, determine why, and target resources and efforts to address identified needs and improve overall outcomes.

The Board, Superintendent and/or designee(s) shall proactively identify and address barriers that prevent students from equitably accessing educational opportunities.

The Board and each district employee, contractor, vendor, and visitor shall be expected to conduct themselves in a manner consistent with the principles of this policy and for fostering an inclusive environment that is equity focused and culturally responsive.

The Board, each district employee, and contractor shall receive supports in the form of ongoing training regarding cultural competency, cultural proficiency, cultural responsiveness, implicit bias, explicit bias, diversity, and inclusion.

The Superintendent or designee, in cooperation with other appropriate administrators, shall review this policy every three (3) years and recommend necessary revisions to the Board.

Shared Responsibilities

Each student shall be responsible to respect the human dignity and rights of others in order to foster an atmosphere free from insensitivity, discrimination, and intimidation.

Each district employee, contractor, vendor, and visitor, shall be responsible for creating a safe environment for all students by fostering a culture that is free from insensitivity, harassment, discrimination, and intimidation of any kind.

Building administrators shall work to create a community that does not tolerate insensitivity, discrimination, and intimidation.

The Superintendent or designee shall develop and disseminate administrative regulations implementing this policy, consistent with the general guidelines outlined below and in accordance with applicable law, to promote equity in all district schools, programs, and services.

The administrative regulations shall, at a minimum, address the following topics:

1. The equitable administration of school-based discipline at all district schools based on a model of restorative practices.
2. Maintaining high academic standards and expectations for every student, and the provision of multiple pathways to success to support the achievement of every student based on their individual needs.
3. Ensuring equitable access to academic programs, rigorous coursework options, athletic, extracurricular, and co-curricular offerings to every student, especially the most historically underperforming and challenged learners.
4. The provision of resources, materials, and assessments that incorporate multiple narratives and perspectives, allowing students to think deeply about how race and diversity have impacted historical outcomes for Americans.
5. The promotion and maintenance of welcoming and inclusive school environments.
6. Meaningfully engaging and empowering students, their families, and members of the Hatboro-Horsham community to be partners in the district's efforts to provide an equitable experience for every student.
7. Recruiting, employing, supporting, and retaining a workforce that is culturally responsive and diverse.
8. The provision of meaningful professional development for district employees, Board members, and, where feasible, independent contractors, to strengthen their knowledge and skills in areas such as cultural proficiency, equity, inclusion, implicit and explicit bias awareness, and social justice. Such professional development sessions should offer opportunities for self-reflection and the receipt of feedback on how to improve upon carrying out the Board's equity statement and supporting the success of every student.
9. An annual review of district qualitative and quantitative data to evaluate and modify policies and practices that may perpetuate inequitable outcomes.
10. Periodic reporting to the Board and community stakeholders on the success of the district's equity initiatives, progress towards achieving the goals of this policy, and emerging needs.

Guidelines

Educational equity shall serve as the foundational structure upon which all aspects of the district's educational system are built and maintained. An equity-focused environment is essential to grow knowledge and skills, provide necessary resources, include diverse voices, promote accountability, implement effective practices, produce partnerships, and address barriers to learning and participation. In the pursuit of educational equity for all students, district programs, operations and functions shall be structured to prioritize the following guiding principles:

Access to Equitable Resources

Each student shall be provided equitable access to instructional materials, assessments, curriculum, support, facilities, co-curricular and extra-curricular activities, enrichment opportunities, and teaching practices and other educational resources and services that reflect an appreciation for the diverse cultural perspectives, identities and needs of students and their families by strategically differentiating allocations as necessary to remove barriers and improve outcomes. The Board will ensure resource distribution to district schools that is responsive to individual school needs to further equity goals, while maintaining compliance with laws, regulations, and Board policy.[2][3][4][5][6][7][9][10][11][12][15][16][19][20][21][22][23][24]

Cultural Proficiency

The district shall provide instructional materials, assessments, and strategies that reflect, and are responsive to, the diverse cultural perspectives and identities of students and their families.

The district's curriculum shall:

1. Promote equity and respect.
2. Reflect the distinctive contributions of a diverse society.
3. Embed culturally responsive teaching and practices.
4. Provide opportunities for all staff and students to develop and model cultural proficiency.

Data Focused

To make informed decisions in the pursuit of educational equity, the district shall systematically use quantitative and qualitative district-wide and school-level data. Such data may include anecdotal information and surveys from teachers, staff, and students as well as formally collected and reported data. Data shall be disaggregated and intersected, where feasible, based on available demographics. [27]

Equity Lens

The district shall, as a continuous practice, review current and newly developed policies, administrative regulations, practices, programs, procedures, professional development, and locally controlled budget allocations with an equity lens. The district shall be aided in this process through the use of educational equity analysis and auditing tools.

Multiple Pathways to Success/High Expectations

The district shall provide multiple pathways to success in order to meet the needs of the diverse student body and shall actively encourage, support and expect high achievement and excellence in all areas, from each student.

Partnerships and Inclusion

The district shall welcome and empower all students and families, including but not limited to, families of color, low-income families, individuals with disabilities, multi-language learners, LGBTQ+ families/students, and other under-represented groups, as essential partners in their student's educational experiences, school planning, and district decision-making. The district shall provide multiple and flexible opportunities for dialogue and engagement with families and communities. In addition, the district shall include other partners who have modeled culturally proficient practices, such as government agencies, nonprofit organizations, businesses, institutions of higher learning and the general community in meeting equitable educational outcomes.[25][26]

Professional Development

The district shall ensure the provision of professional development opportunities for advancement of employees' understanding and skill sets relative to addressing barriers to students' opportunities. An equity lens shall be embedded in all professional development.[21]

Professional development shall foster the knowledge, skills, and beliefs to cultivate equity, including cultural proficiency, social-emotional learning, and mental health to create a learning environment that is student-centered and meets the individual and diverse needs of students.

Welcoming, Safe, and Inclusive Environment

The district shall strive to create a welcoming, safe, inclusive, and bias-free culture and environment that values, reflects, and is responsive to the diversity of the students, their families, and the community. Respectful and civil discourse and interactions among all district leaders, staff, students, families, and community members shall be expected at all times.[3][4][25][26][28][29]

The district shall ensure that each school creates a safe, welcoming culture and inclusive environment, that reflects and supports the diversity of the district's student population, their families, and communities.

Workforce Diversity

The district recognizes the benefits of a highly effective workforce that reflects diversity.

In the promotion of workplace diversity, the district shall strive to:[20]

1. Maintain an employment process that is free of discrimination and bias.[20][28]
2. Identify and address barriers to the recruitment, hiring, retention, development, and promotion of district employees from diverse backgrounds.
3. Actively recruit and/or promote highly qualified candidates who are committed to educational equity.