

Equity Statement

All Fleming County Schools' students deserve the right to a free, safe, personalized, and equitable education without barriers and prejudice. All staff are responsible for creating the best learning environment, experiences, and opportunities that will lead to all students becoming college, career, and life ready.

Equity Framework

The vision for Fleming County Schools is to become a District of Distinction. With this charge, established by the Fleming County Board of Education the Fleming County Schools District is directed to create the best learning environment, experiences and opportunities for ALL students. Furthermore, the district's vision to become a District of Distinction establishes a guiding principle and belief that ALL students deserve a safe, fun, and personalized learning experience. The board commits to remedying inequities and guaranteeing fair treatment and equitable access to a quality education for ALL students. For Fleming County Schools to be the premier public school district in Kentucky, providing an equitable education to ALL students is vision critical, not optional.

The Fleming County Board of Education is committed to the success of every student in each of our schools and to achieving our mission of ensuring that all students graduate ready for college, career and life. We believe that District administrators, teachers, staff members, communities and families broadly share the responsibility for student success. We are focused on closing the opportunity gap and creating learning communities that provide support and academic enrichment programs for all students. Additionally, we believe that it is the right of every student to have an equitable educational experience within the Fleming County Board of Education. The underlying belief is "Everyone has a right to learn, No one has the right to interfere."

The concept of educational equity goes beyond formal equality—where all students are treated the same—to fostering a barrier-free environment where all students, regardless of their race, class or other personal characteristics such as creed, color, religion, ancestry, national origin, age, economic status, gender, sexual orientation including gender expression or identity, pregnancy status, marital status, physical appearance, the presence of any sensory, mental or physical disability, or the use of a certified service animal by a person with a disability, have the opportunity to benefit equally.

This means differentiating resource allocation, within budgetary limitations, to meet the needs of students who need more supports and opportunities to become a well-rounded individual. A student whose history and heritage are appreciated and celebrated will learn better and be more successful than if that student is forced to overcome a cultural barrier.

With these commitments in mind, Fleming County Schools will:

- Ensure ALL students regardless of race, gender, or class have a safe, fun, personalized, rigorous and relevant learning experience and opportunities.
- Raise the achievement of all students while narrowing the gaps between the lowest and highest performing students;
- Eliminate the racial predictability and disproportionality in all aspects of education and its administration (e.g., the disproportionate over-application of discipline to students of color, their over-representation in Special Education, and their under-representation in various advanced learning opportunities);
- Ensure all students regardless of race or class graduate from Fleming County Schools ready to succeed in a racially and culturally diverse local, national, and global community.
- Commit 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.

In order to achieve educational equity for our students, the district shall:

A. Equitable Access—The district shall provide every student with equitable access to a high quality curriculum, accelerated learning opportunities at all grades, real-world experiences, support, facilities and other educational resources, even when this means differentiating resource allocation;

B. Racial Equity Analysis—The district shall annually review existing policies, programs, professional development and procedures to ensure the promotion of racial equity, and all applicable new policies, programs and procedures will be developed using a racial equity analysis tool;

C. Workforce Equity—The district shall actively work to have the teacher and administrator workforce be balanced and reflect the diversity of the student body. The district will have a clear, documented process to address recruiting a diverse workforce. The district shall recruit, employ, support and retain a workforce that includes racial, gender, and linguistic diversity, as well as culturally competent administrative, instructional and support personnel;

D. Professional Development—The district shall provide professional development to strengthen all employees' knowledge and skills for eliminating opportunity gaps and other disparities in achievement including:

- Culturally Responsive Teaching
- Differentiation for Gifted/Talented, IDEA, & ELL
- Student Diversity (relationships & supports)
- Socio-economic Status

- Bullying Recognition, Prevention, & Reporting

E. Welcoming School Environments—The district shall ensure that each school creates a welcoming culture and inclusive environment that reflects and supports the diversity of the School District’s student population, their families, and communities;

F. Partnerships—The district will include other partners who have demonstrated culturally specific expertise – including families, government agencies, institutes of higher learning, early childhood education organizations, community-based organizations, businesses, and the community in general – in meeting our high goals for educational outcomes;

G. Multiple Pathways to Success—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 academic achievement for all students;

H. Recognizing Diversity—Consistent with state regulations and District policy and within budgetary considerations, the district shall provide materials and assessments that reflect the diversity of students and staff, and which are geared towards the understanding and appreciation of culture, class, language, ethnicity and other differences that contribute to the uniqueness of each student and staff member.

To this end, the Board holds itself and all District and school-site decision makers, faculty, support staff and participants accountable for building a district-wide culture of equity.

The Superintendent is authorized to develop procedures to implement this policy, including an action plan (the Fleming County Schools Equity Plan) with clear accountability and metrics, addressing equity in all departments and schools. The Superintendent will provide an annual report to the Fleming County Board of Education on the progress toward achieving the goals outlined in this policy.

Code of Conduct: Harassment/Discrimination

Any student who engages in harassment/discrimination of an employee or another student on the basis of race, color, national origin, age, marital status, political beliefs, sex, or disability shall be subject to disciplinary action at the principal's/designee's discretion. This includes any act which degrades or discredits fellow pupils or which has a negative impact on an individual's academic performance, emotional stability and or security, or creates an intimidating, hostile or offensive educational environment.

References: Board Policy 09.42811; 09.422; 09.425; KRS 160.290; 160.340; 158.150