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School or Organization:

School Policy

Criteria/Questions	Y	N	Notes
1. Does the school/school system have a specific policy regarding educational equity?	x		
Does the policy clearly explain the procedures for reporting complaints, fact finding and appeals?	x		
Does the school have a clear mission statement publicized regularly to staff, students and parents?	x		
Is the policy monitored for consistent and complete implementation as well as any necessary modifications?	x		
Has the school developed an equity plan of action based on the policy, mission statement, and analysis of its current equity needs?		x	
Did all component groups: the staff, parents, students, and community participate in the development of the mission statement and equity plan?		x	
Is there an equitable distribution of highly-qualified teachers?	x		
Is there a policy and procedure to assure that no student is denied participation in extracurricular or co-curricular activities because of financial reasons or because of transportation limitations.	x		

School Organization/Administration

Criteria/Questions	Y	N	Notes
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?	x		
Is there a team or advisory committee that		x	

coordinates school improvement and assures equity compliance in all phases of school management.			
Have interpreters been identified for the varied languages present in the school community?		x	
Are enrollments monitored in special education and gifted and talented programs for disproportionate representation of one racial or ethnic group or by gender?		x	
Is data regularly collected, disaggregated, and analyzed in the following areas and by different ethnic groups: Course level enrollment, grade point average/achievement scores, standardized tests, student discipline, suspensions and expulsions, cross cultural friction or harassment, participation in school activities and honors		x	
Have policies or programs been implemented to respond to this data?		x	
Have curriculum and/or instructional strategies been modified as a result of data analysis combined with anecdotal and other information?	x		
Are the parents, community members, and business people involved in school planning, support, and governance, representative of the school community?	x		
Are values of equity, fairness, and inclusion by all school staff?		x	

School Climate/Environment

Criteria/Questions	Y	N	Notes
Do bulletin boards, displays, hall decorations, classrooms and office show males and females, members of varied racial or ethnic groups, and people with disabilities in a variety of roles?	x		
Does the interaction of school staff with each other, students and parents convey a respect of people regardless of race, ethnicity, language, gender, disability, age, religion, or socioeconomic status?	x		
Are special efforts made to achieve classroom	x		

integration when students self-segregate in the classroom?			
Is the code of student conduct applied fairly and equitably to all students?	x		
Do school assemblies, special programs, and speakers reflect the diverse nature of the school and larger community?	x		
Are the people involved in planning school events and programs representatives and programs of the community by race, ethnicity, language, gender, disability and SES?	x		
Do all segments of the school community attend and participate in school events including athletic, dramatic, service PTA/PTO, etc?	x		
Are school emblems, mascots, team names, and other symbols free from racial, ethnic, gender, or disability bias?	x		
Does the library/media center have recent visual, print, and non-print materials which accurately provide information about males and females of varied groups in traditional and non-traditional roles?	x		
Are materials, notices and other school communication available in multiple languages, Braille, or audio versions as required?		x	

Staff

Criteria/Questions	Y	N	Notes
Are all students talked o in the same manner and held to consistent standards of behavior?		x	
Are discipline infractions and praise distributed in the classroom?		x	
Are students given access to resources, facilities, and academic placement dependent on individual talent, skill and interest?	x		
Are acceptable standards for students' behavior, language, and dress non discriminatory?		x	

Is the composition of the school staff representative of the racial/ethnic/gender/ability composition of the student body and larger school community?		x	
Are staff members of different genders, races, ethnic, backgrounds, or disabilities distributed equitably across the various job classifications from administration to non certified positions?	x		
Are all staff members familiar with the varied demographic groups and neighborhoods in the school?	x		
Do staff members communicate well and on a regular basis with staff members from other ethinc, racial, language, gender or ability groups?	x		
Have all staff members received in-service training to recognize strategies for countering bias?	x		
Are members of the instructional staff able to utilize personalized instructional methods to meet diverse student needs and learning preferences?	x		
When staff members are assessed, are competencies in educational equity an integral part of their performance?	x		
Are people at different job levels, paid or volunteer, treated with comparable respect?	x		

Assessment/Placement

Criteria/Questions	Y	N	Notes
Are multiple instruments used for student assessment, including performance measures?	x		
Is all assessment data analyzed according to individual student progress as well as disaggregated patterns and outcomes by race, gender, ability, SES and geographic location?	x		
Are assessment procedures available which accommodate ELL and special education?	x		
Are all levels of classes, including SPED, vocational education, and GT programs comprised of students who proportionately reflect the diversity withing	x		

the overall student population?			
Is guidance and counseling provided to encourage all students to take higher level courses, particularly in the critical filter areas of Honors, STEM, AP and IB courses?	x		

Professional Learning

Criteria/Questions	Y	N	Notes
In order to ensure flexible, heterogeneous, and integrated grouping within classes, are teachers exposed to a variety of instructional approaches to meet differing learning preferences and foster both competitive and cooperative skills.	x		
Are relevant equity issues infused throughout all professional learning activities?		x	
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?	x		
Are staff members trained to identify equity needs and to utilize instructional methods to meet the learning preferences of diverse students and groups?		x	
Are in-service opportunities offered to provide dialogues between policymakers, administrators, teachers, support staff, parents as well as business and community leaders, to develop comprehensive strategies for addressing equity issues?	x		
Are translators or sign language interpreters available for participants in staff development who are from a particular language minority or ability group?		x	
Is content training offered to provide staff with curricular information and knowledge of multicultural print, non-print, and human resources available to enhance educational equity?		x	
Do staff members receive training in cross-cultural communication and group processes to increase their effectiveness in working with diverse		x	

populations?			
Are critical educational issues addressed in ways that do not stereotype or stigmatize particular groups?	x		
Are presenters and facilitators of in-service programs representative of gender, racial, ethnic, and disability composition of the school system?		x	
Is professional learning delivered in ways which model techniques and authentic perspectives which are relevant to the diverse groups in the school community?	x		

Standards and Curriculum Development

Criteria/Questions	Y	N	Notes
Are all teachers involved in curriculum development to meet standards?		x	
Are all students held to the same standards?		x	
Are the policy and instructional modifications put in place when students are unable to meet the standards?	x		
Does the curriculum utilize print and non-print materials that represent diverse groups?	x		
Do recommended textbooks and other instructional materials, reflect, as much as possible, the experiences and perspectives of both genders and different cultural groups?	x		
Are the teachers' classroom activities and examples multicultural according to race, ethnicity, language, gender and ability?	x		
Does the teacher use classroom lessons to increase awareness and counter past effects of bias and discrimination?	x		
Do the curricula infused culturally responsive information into instructional approaches and prepare students for a diverse society and workplace?	x		

Are people with different abilities shown in the curriculum actively interacting with both people with and without different abilities?	x		
Is language used which does not stereotype people or groups?		x	
Does the curriculum suggest ways to examine the perspectives and contributions of BIPOC, women, in every subject area, especially in math, science, SS and English?	x		
Are teachers encouraged to use and provide examples of materials produced by women, BIPOC and people with different abilities as part of the curriculum?	x		
Are lists and descriptions of resources provided to reinforce curriculum relevant to the experiences and contributions of diverse cultural groups?	x		