



**SECTION: OPERATIONS**

**POLICY: 832**

**TITLE: EDUCATIONAL EQUITY**

**ORIGINAL:** February 7, 2022

**CURRENT REVISION:**

**LAST REVIEWED BY THE  
COMMITTEE:**

**I. PURPOSE**

- A. 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.
- B. To attain educational equity for all, the district shall be committed to:
  - a. Promptly identifying and addressing barriers that result in achievement and/or opportunity gaps for students.
  - b. Intentionally ensuring that a student's educational achievement is neither predicted nor predetermined by identity or demography.
  - c. Consistently fostering a culture and climate of belonging and dignity that engages, values, appreciates, and empowers all students.

**II. DEFINITIONS**

- A. **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.
- B. **Barriers** shall mean factors that block or hinder movement or progression. Barriers to educational equity may include, but are not limited to, policies, administrative guidelines and practices; explicit and implicit biases; facilities; budgeted funds; curriculum and instruction; personnel; class size; Code of Student Conduct and school climate.
- C. **Belonging** shall mean the extent to which people feel validation, acceptance, and appreciation and are treated fairly in an environment.
- D. **Culture** shall mean norms, values, beliefs, traditions, and customs/rituals that a group of people shares in common.
- E. **Cultural competency** shall mean an ability to interact effectively with individuals of other cultures.
- F. **Cultural proficiency** shall mean the level of knowledge-based skills and understanding that is required to successfully teach and interact with students and to work effectively with colleagues, families and communities from other cultures.
- G. **Culturally responsive** shall mean the inclusion of students' cultural references in all aspects of learning, school experiences and student engagement.

- H. **Dignity** shall mean the quality of worth intrinsic to every human; the rights of a person to be valued, respected, and treated with equal worth as a human being.
- I. **Educational equity action plan** shall mean the steps education stakeholders in a district intend to take in order to pursue equity.
- J. **Educational equity audit** shall mean an exercise that assesses the district’s progress towards achieving the desired equity outcomes described in this policy and the district’s Educational Equity Action Plan.
- K. **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.
- L. **Explicit bias** shall mean the attitudes and beliefs about a person or group on a conscious level.
- M. **Gender**, for purposes of this policy, shall mean the range of characteristics pertaining to, and differentiating between, masculinity and femininity, including a person’s gender identity and gender expression which includes a person’s internal sense of being male, female, some combination of male and female or neither male nor female.
- N. **Implicit bias** shall mean the attitudes or stereotypes that affect our understanding, actions and decisions in a subconscious manner.
- O. **Inclusion** shall mean engaging, valuing and respecting all groups (students, parents/guardians, community members, administrators, instructional and support personnel and other education stakeholders) and including all groups as essential partners in the education process.
- P. **Opportunity gaps** shall mean the disparities in 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.

### III. **POLICY**

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, socio-economic status, English learner status, disability, and other characteristics, as well as the intersection of those characteristics.

### IV. **DELEGATION OF AUTHORITY**

- A. The 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 subject to achievement and/or opportunity gaps, determine why, and target resources and efforts to address identified needs and improve overall outcomes.
- B. Each school employee shall be expected to conduct themselves in a manner consistent with the principles of this policy and for fostering a school climate, which is equity focused and culturally responsive. Employees shall receive support in the form of training regarding cultural proficiency, cultural responsiveness, implicit bias, explicit bias, and inclusion.
- C. The Board shall assemble a Racial Equity Oversight Committee, comprised of board members, district administration, parents/guardians, students, and community members, to meet periodically.
- D. The Superintendent or designee(s) shall periodically conduct an educational equity audit to help staff and administrators develop an understanding of what it means to practice equity; reflect on

the extent to which current school policies, procedures, and practices at each level are equitable; and identify and address needs presented within schools and classrooms.

- E. The Superintendent and/or designee(s) shall develop and annually update the district's Educational Equity Action Plan with clear accountability goals and metrics to address inequities. The Educational Equity Action Plan shall be reflective of the voices of administrators, teachers, staff, students, families and members of the community.
  - a. The Educational Equity Action Plan shall:
    - i. Embed equity practices throughout the district's educational system.
    - ii. Include equity goals and practices in the district's comprehensive planning strategies.
    - iii. Ensure performance observations encompass consideration of the expectations and goals of this policy.
- F. The Superintendent shall annually provide an educational equity update to the Board that reflects the efforts undertaken and progress made to achieve the goals of this policy.
  - a. Based on the equity goals and activities set by the district, the educational equity update may include data on elements of the Educational Equity Action Plan.
  - b. Annually, at the beginning of the budget process, the Board shall review the most recent educational equity update in conjunction with the current Educational Equity Action Plan to consider resource allocations in support of the district's commitment to educational equity.

**V. REFERENCES**

- Pol. 100
- Pol. 103
- Pol. 103.1
- Pol. 105
- Pol. 112
- Pol. 113
- Pol. 113.1
- Pol. 114
- Pol. 115
- Pol. 116
- Pol. 121
- Pol. 122
- Pol. 123
- Pol. 124
- Pol. 138
- Pol. 142
- Pol. 146
- Pol. 146.1
- Pol. 217
- Pol. 218
- Pol. 233
- Pol. 250
- Pol. 304
- Pol. 333
- Pol. 602

Pol. 603  
Pol. 604  
Pol. 917  
Pol. 918  
Pol. 104  
Pol. 249  
Pol. 235.1  
Pol. 220  
Pol. 251  
Pol. 913