



SECTION: OPERATIONS

POLICY: 832

TITLE: EDUCATIONAL EQUITY

ORIGINAL: February 7, 2022
CURRENT REVISION
LAST REVIEWED BY THE
ADMINISTRATION:

ADMINISTRATIVE GUIDELINES

- A. Educational equity shall serve as the foundational structure upon which all aspects of the district’s educational system are established and sustained. An equity-focused structure is essential to develop knowledge and skills, provide necessary resources, include diverse voices, promote accountability, implement effective practices, foster partnerships and address barriers to learning and participation. In the pursuit of educational equity for all students, district programs, operations, and functions shall be organized to prioritize the following guiding principles:
- a. Multiple Pathways to Success/High Expectations
 - i. 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 and excellence from each student. All students shall be encouraged and provided opportunities to:
 1. Pursue their goals and interests without regard to biases and other barriers.
 2. Enroll in challenging programs.
 3. Participate in school activities and interscholastic athletics.
 - b. Access to Equitable Resources
 - i. Multi-Tiered Systems of Support shall be the framework to actualize the foundation of equity and intentionally differentiate allocations to remove barriers and improve student outcomes. Each and every student shall be provided equitable access to instructional materials, assessments, curriculum, support, facilities, 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.
 - c. Welcoming and Inclusive Environment
 - i. The district shall strive to create a welcoming and inclusive culture of belonging, which values, appreciates, and reflects the diversity of the students, their families and the community.
 - ii. The district shall continue to facilitate a culture of belonging and dignity during discourse and interactions among all district leaders, staff, students, families and community members.
 - d. Partnerships and Inclusion
 - i. The district shall welcome and empower all students and their families as essential partners in their student’s educational experiences, school planning, and district

decision-making. The district shall provide multiple opportunities for dialogue and engagement with families and communities.

- ii. In addition, the district shall include other partners who have modeled culturally responsive practices, such as government agencies, nonprofit organizations, businesses, institutions of higher learning and the general community in meeting equitable educational outcomes.
- e. Data Focused
- i. 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 from teachers and staff, as well as formally collected and reported data. Data shall be disaggregated and intersected, where feasible, based on available demographics.
- f. Equity Lens
- i. 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.
 - ii. The district shall be aided in this process with educational equity analysis and auditing tools.
- g. Cultural Responsiveness
- i. The district shall provide instructional materials and assessments, and promote teaching practices, that reflect and are responsive to the diverse cultural perspectives and identities of students and their families.
 - ii. The district's curriculum shall:
 - 1. Promote equity, inclusion, and dignity.
 - 2. Reflect the distinctive contributions of a diverse society.
 - 3. Embed culturally responsive teaching and practices.
 - 4. Provide opportunities for staff and students to develop and model cultural awareness.
- h. Workforce Diversity
- i. The district recognizes the benefits of a highly effective workforce that reflects racial, gender and linguistic diversity.
 - ii. In the promotion of workplace diversity, the district shall strive to:
 - 1. Maintain an employment process that is free of discrimination and bias.
 - 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.
 - 4. Implement strategies and structures to foster belonging for all staff, such as Affinity Groups.
- i. Professional Development
- i. 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 used to frame and embed all professional development.
 - ii. Professional development shall foster the skills, knowledge and beliefs to cultivate equity, including cultural responsiveness, social-emotional learning and mental

health to create a learning environment that is student-centered and meets the individual and diverse needs of students.