

EDUCATIONAL EQUITY IN SCHOOL DISTRICT POLICY AND ACTION

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Our Collective Quest

- Creating Inclusive Learning Communities Where the Equal Worth and Inherent Dignity of Each Student is Honored and Where All Students' Sense of Belonging is Promoted and Sustained
- Eliminating the Predictability of Achievement and Attainment Disparities Defined by Race/Ethnicity, Gender, First Language, Gender Identification, (Dis)ability or Economics
- Challenging the Status Quo and Building Our District's and School's Capacities for Continuous Improvement and Dealing Effectively with Resistance to Change
- Clarifying and Building Adaptive Solutions to the Root Causes of Our Observed Attainment-Achievement-Opportunity to Learn and Expectation Gaps
- Challenging Our Assumptions About Our Diverse Children's "Potential" or "Capacity" for High Level Learning
- Increasing Access, Opportunity, Inclusion, Sense of Belonging and Support for Our Historically Underperforming and Most Challenged Learners
- Committing to Shared Professional Learning Around Effectively Responding to Difference
- Building Our Shared Collective Efficacy: Enhancing All Educator's and Every Student's Sense of Confidence and Competence for Success
- Developing Coherence and Connectedness in Curriculum and Instruction in All Students' Learning Experiences
- Increasing Focus on Our Students' Strengths and Assets Versus Deficits
- Seeing Our Schools and Ourselves as Passion and Dream Facilitators for All of Our Students
- Making Ethical and Effective Decisions Through an Equity Lens From the Boardroom to the Classroom: Who Benefits? Will the Decision Open or Close Doors of Opportunity?
- Recognizing the Value of Networks and Expanded Sharing of Promising Practices Within and Between Schools and Districts

The ultimate challenge for our educational system is to assure that each and every student, regardless of background, is exposed to and engaged in relevant learning experiences and curricula that they will need in order to thrive in today's and tomorrow's complex and diverse world. Our community's and state's future social and economic viability and progress will be highly contingent on our districts' and schools' capacities to open doors of opportunity for all, and not just a historically privileged few.

It is in our common shared interest that each and every one of our children, regardless of racial/ethnic background or economic condition or other dimension of identity or difference, receives learning experiences and supports that expand opportunities for growth and increasingly high levels of achievement, and that nurture and cultivate untapped passion and potential for learning in their school experience with us.

Educational equity is based on the principles of fairness and justice in allocation of resources, elimination of institutional barriers to access and opportunity, and creation of the real possibility of equality in positive academic and life outcomes for each student and between diverse groups of students. It means that students' identities will not predict or predetermine their success in our school district, in postsecondary education or in life.

It is based on a shared commitment to ensure that every student receives what they need to maximize that success, and that we are committed to assure all students' equitable opportunity to access high level, meaningful and engaging learning experiences, while actively eliminating institutional barriers in district and school policy and practice that limit or deny this access.

To Achieve Educational Equity We Commit To:

- Systematically use disaggregated district-wide, school level and individual student level quantitative and qualitative data to inform district, school and classroom decisions and monitor progress, i.e. race, ethnicity, gender, (dis)ability, economics, first language, sexual orientation.
- Raise the measured achievement of all students while systemically narrowing the gap between our lowest and highest performing student groups.
- Eliminate the predictability of disproportionate over-representation of students identified by race/ethnicity, poverty, or gender in special education, discipline referrals and suspensions, and under-representation in gifted-enrichment programs, honors level or other advanced learning courses or learning experiences.
- Graduate all of our students ready to succeed and thrive in postsecondary education and in the workforce and engage productively in our increasingly challenging diverse local, regional, national and global communities.

In Order To Achieve Educational Equity And Opportunity For Each And Every Student We Will:

- Provide every student with equitable access to:
 - Engaging learning environments and a high quality and relevant curriculum;
 - high interest and accessible co-curricular activities;
 - caring, committed and competent educators; and
 - relevant and necessary support services through differentiated human and material capital resource allocation.
- Regularly review current policies, procedures, programs, and staff professional learning for the promotion of educational equity, and revise as required, so as to continuously improve student learning and reduce disparities in access, opportunity and outcomes within and between student groups.
- Create and expect physically and emotionally safe and supportive schools with welcoming and inclusive cultures that positively value and support the diversity of our students, their families and the communities we serve.
- Actively involve students, staff, families and community members that reflect our district's demographics for informing our decisions regarding the narrowing and eliminating of opportunity, achievement and other attainment gaps.
- Actively recruit, employ, support and retain a workforce that reflects racial, ethnic, gender and linguistic diversity, as well as high skilled and culturally responsive administrative, instructional and support personnel.
- Provide support for on-going personal and professional development to strengthen all employees' knowledge and skills for viewing their own and school practices and policies through an equity lens.
- Provide curricula, learning resources and assessments that reflect the diversity of students and staff that reflect understanding and appreciation of culture, class, language, ethnicity, poverty, ability and other differences that contribute to the success of our society and uniqueness of each student and staff member.