

EDUCATIONAL EQUITY

Code **ACB** Issued **9/20**

The board is committed to the provision of an equitable education system reflected in the educational opportunities offered to all students regardless of gender, race, ethnicity, socio-economic status, English learner status, disability, and/or other characteristics, as well as the intersection of these characteristics. The board prioritizes educational equity through the allocation of resources based upon individual student needs. As such, the district will identify and address barriers that cultivate achievement and/or opportunity gaps for students.

The superintendent or his/her designee will use quantitative and qualitative district-wide and school-level data to systematically assess which students and/or student groups are experiencing the least achievement, determine the academic needs, and target resources and efforts to address identified needs and improve overall outcomes. The data may include anecdotal information from staff members, as well as formally collected and reported data. Data will be disaggregated and intersected, where feasible, based on available demographics.

In the pursuit of educational equity for students, district programs, operations, and functions will be structured to prioritize the following guiding principles:

- The district will provide multiple pathways to success to meet the needs of the diverse student body and will actively encourage, support, and expect high academic achievement and excellence from each student.
- Students will be encouraged and provided opportunities to pursue their goals and interests, to enroll in challenging programs, and to participate in school activities and interscholastic athletics without regard to biases. Students' educational achievement will neither be predicted nor predetermined by explicit bias (actions, attitudes, and beliefs about a person or group on a subconscious level) or implicit biases (actions, attitudes, or stereotypes that affect understanding, actions, and decisions in a subconscious manner).
- Students will be provided equitable access to instructional materials, assessments, curriculum, support, facilities, and other educational resources and services that reflect an appreciation for the diverse cultural perspectives, identities, and the needs of students by strategically differentiating allocations as necessary to remove barriers and improve outcomes.
- The district's curriculum will promote equity and respect, reflect the distinctive contributions of a diverse society, embed culturally responsive teaching and practices, and provide opportunities for staff members and students to interact effectively with individuals from other cultures.
- The district will promote a diverse workforce by maintaining an employment process that is free of discrimination and bias; by identifying and addressing barriers to the recruitment, hiring, retention, development, and promotion of district employees from diverse backgrounds; and by actively recruiting and promoting candidates who are committed to educational equity.
- The district will provide professional development opportunities regarding cultural competency and proficiency that foster the skills and knowledge to cultivate equity and to create a learning environment that is student-centered and meets the individual and diverse needs of students.

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- The district will strive to create a welcoming, inclusive, and bias-free culture and environment that values, reflects, and is responsive to the diversity of students, families, and the community. Respectful and civil discourse and interactions among staff members, students, families, and community members is expected at all times.
- The district will review policies, procedures, programs, professional development, and budget allocations with an equity lens.

Staff members will conduct themselves in a manner consistent with the principles of this policy. The superintendent or his/her designee is authorized to develop an action plan and procedures in accordance with these principles.

Adopted 9/22/20