



A World-Class Community of Learners

Fridley Public Schools is committed to creating a welcoming, respectful environment that provides an equitable and inclusive education for each student, staff and community member by ensuring that opportunities, access, and resources are aligned to support the growth and academic achievement of each student.

105 Equity and Inclusion Policy

I. Purpose

The purpose of this policy is to provide educational equity and inclusion for each student, staff and family member. This policy will make it a priority that students, staff, families, and community members feel welcomed, valued, and heard. To ensure educational equity and inclusion, Fridley Public Schools will create a collective anti-racist systemic culture that values equity and inclusion for all students, families, staff and community members. This policy will ensure that educational equity is implemented districtwide with fidelity, consistency, connection and coherence.

In developing and implementing its equity plan, Fridley Public Schools will honor the following five agreements that were developed by a diverse group of community stakeholders:

- We will actively create a safe space to engage in our equity journey
- We will value and hear all voices
- We will define Equity
- We will determine where we are and where we want to be
- We will prioritize representation of student body in all aspects of the organization.

II. General Statement of Policy

Fridley Public Schools is committed to creating a welcoming, respectful environment that provides an equitable and inclusive education for each student, staff and community member by ensuring that opportunities, access, and resources are aligned to support the growth and academic achievement of each student.

At Fridley Public Schools:

Our students, staff, families and community are our greatest strength and we view our diversity as an asset. We will create and maintain an equitable, inclusive, and diverse community that ensures that each and every voice is heard and valued.

Educational equity and inclusion is achieved when each adult collaborates and affirms each student by creating a respectful learning environment inclusive of their race, ethnicity, culture, language, religion (creed), gender, gender expression, age, national origin (ancestry), disability, socio-economic status, and sexual orientation; and that each student, staff, family, and community member has access to opportunities to thrive to their fullest potential.

It is important that we ALL acknowledge and actively confront the historical conditions and systems that have continued to marginalize certain groups of students; and that we ALL

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share in the decision-making process to create an equitable and inclusive learning environment for each student. Fridley Public Schools will actively focus on interrupting and dismantling existing barriers by identifying, acknowledging, confronting, and disrupting beliefs and systems that marginalize children.

Fridley Public Schools acknowledges that there are many different intersections and ways that students are marginalized. Racism is the dominating force, historical foundation, persistent and pervasive barrier and biggest ongoing reality that students of color experience within the educational system. In order to address this current reality, Fridley Public Schools is committed to actively working to dismantle racist systems and policies, and replace them with anti-racist systems. We will create accountability and monitor our progress through a consistent, connected, and coherent commitment to equity, and the application of strategies and processes that will help create a foundation for equitable and inclusive learning environment for all students through systemic change.

III. Definitions

- A. Anti-Racist: One who is expressing the idea that racial groups are equals and none needs developing, and is supporting policy that reduces racial inequity. One who is supporting an anti-racist policy through their actions or expressing an anti-racist idea.
- B. Culture: Broadly described, culture can include economic systems, ways of life and social mores, educational institutions, social programs, the environment, technological systems, political ideologies and processes, recreational practices, customs and traditions, artistic and heritage activities, transportation and communication industries, and religious and spiritual activities.
- C. Diversity: Identifications that include race, ethnicity, culture, language, religion (creed), gender, gender expression, age, national origin (ancestry), disability, socio-economic status, and sexual orientation, etc.
- D. Equality: Everyone has equal (the same) opportunities and access.
- E. Equity: Each person has the (individualized) opportunities and access they need.
- F. Inclusion: A way of thinking and acting that demonstrates universal acceptance and promotes a sense of belonging for all learners. It is an attitude and approach that embraces Diversity and learner differences and promotes equitable opportunities for all learners. (Alberta Education Principles of Inclusion)
- G. Marginalize: Treat as insignificant or inferior.
- H. Racism: Racism describes the combination of individual prejudice and individual discrimination on the one hand, and institutional policies and practices, on the other, that result in the unjustified negative treatment, and subordination of members of a racial or ethnic group. By convention, the term racism has been reserved to describe the mistreatment of members of racial and ethnic groups that have experienced a history of discrimination. (Gerald Pine and Asa Hilliard, 1990)



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IV. School District Action and Administrative Responsibilities:

Fridley Public Schools will use the following School Board Priorities for operational improvement to increase equity, inclusion, raise expectations, strengthen relationships and partnerships, and focus on resources:

1. Improve academic achievement and ensure high levels of school performance
2. Use instructional strategies recognized as most effective in the field and that are linked to high levels of student achievement
3. Create a positive, safe, and respectful environment for student learning,
4. Continue building financial stability in Fridley by planning and executing financial plans
5. Improve parent, student, and community partnership.

A. Teaching and Learning

Fridley Public Schools employees will work together to increase their personal and collective capacity to ensure a positive, inclusive, and academically rigorous school environment for each student. Administration and school staff will collaborate to eliminate practices that lead to the over/under representation of any student group to academic achievement, social/emotional learning, and college/career readiness. Professional development will be provided for all staff to support staff in reflecting on their current practices and mental models. Staff mindset and move towards an actively anti-racist way of being, through acknowledging that anti-racist is an intentional choice each day.

Additionally, Fridley Public Schools will continue to address whether it be implicitly, explicitly or covertly in the hidden spaces.

(School Board Priority: 1. Academic Achievement, 2. Instructional Strategies, 3. Positive, safe, and respectful learning environment)

B. Leadership

Fridley Public School's leadership will actively focus and reflect on current practices and mental models, in order to interrupt and dismantle existing barriers to eliminate any achievement or opportunity gap. Leadership will examine issues, and develop and implement solutions. The school board will review, adopt and support alignment of policies, procedures, and performances that ensures equitable and inclusive opportunities for each student and foster increased achievement in a safe, welcoming, and respectful environment for students, staff, families, and community. District and school administrators will provide and align resources to ensure an equitable and inclusive education through curriculum/instruction, educational experiences, and support services that prepare each student for college and career pathways.



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(School Board Priority: 1. Academic Achievement, 2. Instructional Strategies, 3. Positive, safe, and respectful learning environment, 4. Financial Stability, and 5. Parent/School Partnerships)

C. Students and Families

Fridley Public Schools acknowledges the important role of student voice and student leadership. Furthermore, it is critical to ensure through intentional inclusion and engagement, that voices and experiences of students and families who have historically been excluded from leadership roles are actively engaged in programs, practices and structures that foster engagement, leadership, advocacy, and student voice.

Fridley Public Schools believe education is a shared responsibility among staff, students, parents/guardians, families, and community. Fridley Public Schools will continue to maintain a high level of family partnership that ensures inclusion of perspectives, experiences, rights, and needs of each student through communication, parent education, volunteering opportunities, parent leadership in decision-making, parent information to support student's continued learning at home, and community connections and collaborations to support students and families.

(School Board Priority: 1. Academic Achievement, 3. Positive, safe, and respectful learning environment, 5. Parent/School partnership)

D. Community Engagement

Fridley Public Schools will continuously strive to increase collaboration with the community at large to support equitable and inclusive educational experiences for students and families through on-going and open dialogue, and engagement and participation in opportunities that enhance student learning and growth and prepares each student for college and careers.

(School Board Priority: 3. Positive, safe, and respectful learning environment, 4. Financial stability, 5. Parent/School partnerships).

V. Implementation and Monitoring

The board directs the Superintendent to develop and implement an operational plan which includes developing and implementing an equity policy and an equity and inclusion plan. The equity and inclusion plan will include measurable strategies monitored by the Superintendent.

Legal References:

U.S. Constitution, First Amendment.



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Cross References:

MSBA/MASA Model Policy

Definitions adapted from Toronto District School Board Draft Equity Policy (Revised)

Definition for antiracist from Kendi, Ibram X (2019), How To Be An Antiracist The New York Times Company

Definition for Racism from Singleton, Glenn E. (2015), Courageous Conversations About Race (2nd ed), United States, Corwin

SCHOOL BOARD ACTION:

Definitions adapted from Toronto District School Board Draft Equity Policy (Revised)

Adopted as Policy 105 August 20, 2019

Revised October 20, 2020