

School District

Equity in Educational Achievement

I. Purpose

This policy is to define the school district's practices in ensuring equity of education and excellence for all learners. The district defines "Equity" as creating the conditions to the best of our ability to ensure we meet our vision for each and every student to discover their possibilities and thrive. We believe it is critical to eliminate barriers to success and provide the supports, opportunities, and environment so that each and every student can reach their full potential.

II. Policy

The school district is committed to raising the achievement levels of all students while eliminating disparities in student achievement to ensure educational equity and excellence. This commitment applies to all students regardless of race, color, creed, religion, national origin, primary language, sex, status with regard to public assistance, disability, age, or sexual orientation, including gender identity or expression. The district will annually assess its progress in this commitment as outlined in the district's data metrics plan and implement action strategies to address areas of concern.

III. Administrative Responsibilities.

- A. School district administration will develop, support, and sustain equity-focused training for students, staff, school board, and community members.
- B. District administration will develop and implement policy and procedures that open doors to instructional excellence through all levels of the district's curriculum, courses, programs, and activities, and promote pathways to college and career opportunities for all students regardless of race, color, creed, religion, national origin, primary language, sex, status with regard to public assistance, disability, age, or sexual orientation, including gender identity or expression. The district will support and retain quality, culturally competent staff with increasingly diverse backgrounds, experiences, and perspectives. The district will set goals, strategies and supports for retaining staff of color and creating a staff that is more reflective of the students they serve.

- C. District administration will monitor policies, programs, and practices to assess access and work to eliminate disparities in all district- and school-level programs for students regardless of race, color, creed, religion, national origin, primary language, sex, status with regard to public assistance, disability, age, or sexual orientation, including gender identity or expression. When necessary, the administration will develop action plans for addressing inequities and disparities which could include:
1. Instruction and social emotional learning that is aligned to student needs.
 2. Monitoring and responding to ensure access to high quality instructional programming designed to accelerate learning.
 3. Working with internal and external partners to remove barriers to out-of-school time programming, including activities and athletics.
 4. Culturally responsive family outreach and engagement programming to build partnerships.

Policy
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INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota