

The superintendent shall not fail to interrupt factors that perpetuate systemic inequities and/or practices that contribute to over and under representation of any student group compared to peers. The superintendent shall confront the institutional bias that results in predictability of student success or lack thereof, including but not limited to race and ethnicity, gender identity and sexual orientation, socioeconomic status, ability, language and culture.

1. The superintendent shall not fail to take all reasonable and prudent actions with respect to reporting, processing and tracking incidents of discrimination.
2. The superintendent shall not fail to:
 - a. Recruit, employ, support, and retain a workforce reflective of our diverse student population and continuously develop a workforce of culturally-responsive staff;
 - b. Seek out and incorporate student voice in order to develop and maintain a safe and inclusive environment for each and every student;
 - c. Engage families and community partners in culturally-appropriate ways to ensure multiple cultural perspectives are elevated and valued;
 - d. Provide an environment that supports the creation and implementation of culturally-responsive instructional practices and curriculum;
 - e. Provide budget capacity to support the implementation of research-based best practices to eliminate inequities;
 - f. Know and analyze our student social emotional and achievement data (i.e. student surveys, state assessments, EasyCBM, attendance, discipline) from an equity lens to identify needs based on the inequities in the data;
 - g. Provide professional development, training and engagement opportunities to inform and practice cultural competence and increase awareness of implicit bias and inequities in leading, teaching, counseling, advising and coaching practices; and
 - h. Ensure that all students have equitable access to and provision of resources based on their unique needs. Identify and evaluate barriers that limit access to educational programs and create structures to minimize the impact;
 - i. Recognize and value the funds of knowledge that students and families bring to each classroom, school and our system as a whole.