

110 EQUITY

I. PURPOSE

The purpose of this policy is to affirm Owatonna Public Schools' commitment to equity as a foundational principle guiding the district's governance, leadership, and operations.

Consistent with the district's mission, "Inspiring Excellence. Every Learner. Every Day." and vision to ensure equitable access to high-quality, innovative learning opportunities so that all students are college, career, and life-ready, this policy establishes equity as a central lens for decision-making and continuous improvement.

II. GENERAL STATEMENT OF POLICY

- A. Owatonna Public Schools defines equity as setting the conditions, to the extent possible, to assure access and opportunity for ALL students, while eliminating gaps in performance based on factors including, but not limited to race, socio-economic status, and home language. Discrimination, bias, and inequitable practices are not tolerated.
- B. Owatonna Public Schools is committed to the provision of a barrier-free learning environment and ensuring fair and inclusive practices across all district systems. Graduating students ready for careers, skilled trades, and continuing education is our priority. We will actively eliminate district policies, structures, and practices which perpetuate inequities and contribute to disproportionality in access and outcomes.
- C. Owatonna Public Schools recognizes that the diversity of our students and staff strengthens our community and enhances learning for all. We value the unique experiences, perspectives, and identities individuals bring, and we are committed to fostering an environment where each person is respected, supported, and able to thrive.
- D. To secure this vision, Owatonna Public Schools will focus on the individual and unique needs of each student. We will pursue the following priorities to advance equity:
 - 1. Implement policies and practices that open pathways to academic excellence for all students;
 - 2. Utilize culturally responsive teaching and personalized learning for all students;

3. Engage family and community members as partners; and
4. Engage and empower student voice.

III. FULFILLING THE DISTRICT VISION THROUGH EQUITY

- A. In our work to fulfill the requirements of Comprehensive Achievement and Civic Readiness (CACR) and live up to our mission and vision, we embrace the following shared values, and adopt them as the framework for our collective efforts to prepare each student to develop their unique potential. We commit to ensuring fairness, equity and inclusion as essential principles of our district, fully integrating those principles into all our governance, leadership, policies, programs, operations and practices. We commit to providing a district-wide culture which:
 1. Holds high expectations of students and staff, seeking academic achievement for all through appreciation of varied teaching and learning styles.
 2. Allows for individualized and systemic personal development opportunities that support staff and students.
 3. Intentionally utilize culturally relevant and responsive curricula, and pathways that widen access to educational opportunities and lifelong success.
 4. Identify, develop and apply best instructional practices that have demonstrably made a positive difference for students to reduce prevalent and persistent learning outcome gaps.
 5. Allocate the many financial, capital and human resources of Owatonna Public Schools equitably.
 6. Facilitate equitable access to co-curricular and extra-curricular activities, social services, tutoring, and enrichment opportunities.
 7. Engage, and collaborate with our families, caregivers, students, residents, communities, and stakeholders promoting their active involvement as an essential component of the district's responsibility for effective and equitable governance.
- B. The Board has the expectation that all district staff, contracted employees and community partners, will be accountable for building a district-wide culture of equity.
- C. The equity policy is the lens guiding existing and future policies which impact student learning and resource allocation. Our district's policy development process will utilize insights from the equity policy. The Superintendent is charged to develop a plan with measurable accountability standards and procedures that can be reported transparently to the public.

Legal References:

U.S. Const. amend XIV, § 1 (Equal Protection)
20 U.S.C. § 1703 (Equal Educational Opportunity)
42 U.S.C. § 2000c et seq. (Desegregation)
42 U.S.C. § 2000d et seq. (Title VI of the Civil Rights Act of 1964)
42 U.S.C. § 2000e-2 (Title VII of the Civil Rights Act of 1964)
25 U.S.C. § 452 et seq. (Johnson-O'Malley Act)
Minn. Stat. § 124D.855 et seq. (School Desegregation and Integration)
Minn. Stat. § 124D.71 et seq. (American Indian Education Act of 1988)
Minn. Stat. § 123B.02, subd. 11 (Agreements with Indian Tribes)
Minn. Stat. § 123B.30 (Classification of Pupils by Race)
Minn. Stat. § 124D.74, subd. 2 (Assignment of Students by Race)
Minn. Stat. § 124D.123 (Race discrimination in Flexible Year Programs)
Minn. Stat. § 181.59 (Discrimination by Contractors)
Minn. Stat. Chapter 363A (Minnesota Human Rights Act)
Minn. Rules Part 3535 (Equal Opportunity in Schools)
Garcia et al. vs. The Board of Education of Independent School District No. 625: Order, Consent Decree and Final Judgment Dated July 9, 1984, United States District Court for the District of Minnesota (Latino Consent Decree)

Cross References:

Policy 102 (Equal Educational Opportunity)
Policy 413 (Harassment and Violence)
Policy 506 (Student Discipline)
Policy 601 (School District Curriculum and Instruction Goals)
Policy 603 (Curriculum Development)
Policy 616 (School District System Accountability)
Policy 618 (Assessment of Student Achievement)