



## Equity Policy

Board Approval:  
November 17, 2021

The Governing Board and school leadership believes that the diversity that exists among the school's community of learners, staff, parents/guardians, and community members is integral to the school's vision, mission, and goals. Addressing the needs of all learners requires recognition of the inherent value of diversity and acknowledgment that educational excellence requires a commitment to equity in the opportunities provided to learners and the resulting outcomes.

In order to eradicate institutional bias of any kind, including implicit or unintentional biases and prejudices that affect learner achievement, and to eliminate disparities in educational outcomes for learners from historically under-served and underrepresented populations, the school shall proactively identify class and cultural biases as well as practices, policies, and institutional barriers that negatively influence learner learning, perpetuate achievement gaps, and impede equal access to opportunities for all learners.

The Board shall make decisions with a deliberate awareness of impediments to learning faced by learners of color and/or diverse cultural, linguistic, or socio-economic backgrounds. To ensure that equity is the intentional result of school decisions, the Board shall consider whether its decisions address the needs of learners from racial, ethnic, and indigent communities and remedy the inequities that such communities experienced in the context of a history of exclusion, discrimination, and segregation. Board decisions shall not rely on biased or stereotypical assumptions about any particular group of learners.

The Board and the School Director or designee shall develop and implement policies and strategies to promote equity in school programs and activities, through measures such as the following:

1. Routinely assessing learner needs based on data disaggregated by race, ethnicity, and socio-economic and cultural backgrounds in order to enable equity-focused policy, planning, and resource development decisions
2. Analyzing expenditures and allocating financial and human resources in a manner that provides all learners with equitable access to school programs, support services, and opportunities for success and promotes equity and inclusion in the school. Such resources include access to high-quality leaders, facilitators, and other school personnel; funding; technology, equipment, textbooks, and other instructional materials; facilities; and community resources or partnerships.

3. Enabling and encouraging learners to enroll in, participate in, and complete curricular and extracurricular courses, advanced college preparation programs, and other learner activities
4. Building a positive school climate that promotes learner engagement, safety, and academic and other supports for learners
5. Adopting curriculum and instructional materials that accurately reflect the diversity among learner groups
6. Providing and/or collaborating with local agencies and community groups to ensure the availability of necessary support services for learners in need
7. Promoting the employment and retention of a diverse staff that reflects the learner demographics of the community
8. Providing school staff with ongoing, researched-based, professional learning and professional development on culturally responsive instructional practices
9. Conducting program evaluations that focus on equity and address the academic outcomes and performance of all learners on all indicators

The Board shall regularly monitor the intent and impact of school policies and decisions in order to safeguard against disproportionate or unintentional impact on access to school programs and achievement goals for specific learner populations in need of services.