

Fourth READ Draft

Fourth Read June 13, 2018, as drafted during May 23rd, 2018 Board Meeting

We believe that each student has the potential to achieve, and it is our responsibility to provide all students the opportunity and support needed to meet their highest capability in a safe and welcoming environment. We acknowledge that systemic and institutional inequities and bias exist, creating barriers for student achievement and well-being. We are committed to raising the achievement of all learners regardless of race, status, varied ability, mental health, English language fluency, gender, gender identity, sexual orientation, religion, trauma impact, and geography. Our culture should promote the identification and removal of barriers causing predictability and disproportionality of the highest and lowest achieving groups.

EXECUTIVE LIMITATION 16 - EQUITY

The Superintendent shall not fail to ensure an environment and culture that values and respects the diversity of its students and staff, addressing factors affecting student achievement and well-being.

Accordingly, the Superintendent shall not fail to:

1. Promote an environment and culture that is committed to every student having the opportunity to reach their full potential through educational equity. The Superintendent shall:
 - a. Recognize the existence of systemic and institutional inequities for students.
 - b. Actively encourage, support and expect high achievement and social-emotional well-being for students from all racial groups and other identified subgroups.
 - c. Provide equitable access and academic support throughout our educational system.
 - d. Provide curriculum that prioritizes diverse viewpoints and cultural relevance.
 - e. Promote an environment and culture that supports and encourages effective engagement of all students and fosters cultural competency in students.
 - f. Provide professional development, training, and engagement opportunities to inform and practice cultural competence, and increase awareness of personal and systemic bias and inequities in teaching, counseling, advising, and coaching practices, as well as in discipline, staff – student interactions, and staff – parent interactions.
 - g. Provide equitable access and an inclusive, welcoming, and safe environment to school activities, clubs, and athletics.
2. Collect, disaggregate, analyze, and utilize data in order to:
 - a. Identify inequities,
 - b. Develop and implement strategies and allocate resources towards eliminating those inequities, and
 - c. Establish and sustain equity-based accountability systems across the district.
3. Promote an environment and culture that supports and encourages effective engagement of all families, including those from diverse backgrounds.
4. Develop and implement strategies for effective partnerships between home, school, and the district, seeking out diverse perspectives on district initiatives, practices, and school climate.
5. Promote hiring practices to attract a highly-skilled and diverse workforce.
6. Promote a workplace environment and culture that supports retaining a highly-skilled and diverse workforce.