The Shawnee Mission School District embraces its role in establishing a long-term mission and vision for diversity, equity, and inclusion. It is our mission to value differences and to actively promote inclusion and equity. We will not accept an unwelcoming or unsafe environment for our students and staff. We envision a district where every student is encouraged to achieve her or his highest potential, and where we can maximize our differences to achieve excellence. We will fully embrace our rich, diverse community as expressed through race, ethnicity, socioeconomic status, ability, sexual orientation, gender identity, gender expression, religion, national origin, immigration status, language background, language proficiency, and family structure.

We recognize that it will take growth, change, hard work and vigilance to achieve and maintain this vision.

The Shawnee Mission School District is committed to valuing all students and to meeting their individual learning needs, while concurrently developing their understanding and respect of the differences that make each and every student unique, thus preparing students to live in an inclusive, global community and world.

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The mission of Robbinsdale Area Schools is to inspire and educate all learners to discover their potential and positively contribute to their community.

**This mission leads to the following goals:**

1. Enrich and accelerate academic achievement
2. Provide high quality, engaging teaching and challenges every student
3. Cultivate learning environments characterized by mutual respect and personal responsibility
4. Strengthen relationships among students, staff, families and community members
5. Maximize resources and demonstrate financial accountability

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**ETHS D202 Board of Education Statement on Equity**
ETHS is committed to equity because excellence for all students requires equity. This commitment will be achieved by:

* Providing all students with access to resources, opportunities, supports and interventions to ensure that they maximize their abilities and potential.
* Giving students what they need, not necessarily equally, to meet their learning and well-being requirements.
* Assuring that all ETHS staff members, with deliberate effort, continue to examine and eliminate institutional beliefs, policies, practices, and teaching that perpetuate racial disparities in achievement.
* Preparing all students to succeed in a multi-cultural, global society by teaching the contributions and viewpoints of all people in culturally relevant curricula.
* Raising the achievement of all students while eliminating the racial predictability of achievement.

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**EQUITY AND CULTURAL COMPETENCY**

We believe in building and sustaining a culture of kindness in the Issaquah School District. Doing everything we can to support ALL students to thrive is at the core of our mission. In order to thrive, students need to be treated with respect and kindness by adults and other students. They need to have a positive sense of belonging and the belief that they have the power to be successful. Our responsibility is to educate students as informed citizens, to teach them to respect other perspectives, and to show kindness to others.

As our community evolves and demographics change, we are charged with reshaping our practices to best meet the needs of our students and families we serve. As we work toward accomplishing our mission, we pledge as a school district to question, grow, and evolve in our understanding of diversity and what it means to be culturally competent.

Equity is about treating all children as the individuals that they are, not treating all children the same. That’s why we are deeply committed to ensuring that all students receive what they personally need to develop to their full potential and succeed, and to narrowing the achievement/opportunity gap between our highest and lowest performing students.

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# Educational Equity

* Educational equity is defined as making decisions strategically based upon the principles of fairness, which includes providing a variety of educational resources, models, programs, and strategies according to student needs that may not be the same for every student or school with the intention of leading to equality of academic outcomes.

# Vision for Equity

* OKCPS envisions a future in which social factors are not predictive of student outcomes. The district has a responsibility to **ensure equitable and fair educational opportunities for all students** by allocating resources fairly and equitably, providing diverse learning opportunities, and demonstrating a commitment to equity and fairness across the school district.

The district is **committed to creating, building, and sustaining an environment that embraces racial, ethnic, cultural, and socioeconomic diversity** and that provides equitable access to a high standard of educational success for all students with the intention of closing achievement gaps, particularly for student groups with the greatest academic needs in the district.

OKCPS **recognizes that equity does not mean equality,** but rather the establishment of high standards for all students while providing the opportunities, support, settings, and resources needed so all students receive a high-quality education.

Particular attention should be paid to students who are socioeconomically disadvantaged, African American, Hispanic, Native American, English learners and students with disabilities. OKCPS must **continually evaluate the progress to achieve and maintain systemic change**. The **superintendent shall use an equity lens in all district planning efforts** and shall report to the board at least annually on progress toward our goal of equitable student academic outcomes.

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**Commitment to equity**

At Northeast Metro 916, equity means that everyone has access to what they individually need in order to learn, grow and thrive.

At Northeast Metro 916, equity is a core component of all our work and is necessary to maximize the potential of each individual students, staff and family. We believe equity is a continuous and challenging process in which we must work to recognize and reduce assumptions and biases to truly understand the needs and potential of those whom we support. We are dedicated to fully engaging with others about our differences and deepening conversations around dignity, inclusion and culture. We will hold ourselves accountable for our words and actions through our everyday interactions with each other. We are committed to using equity to guide all interactions, decisions, and instruction.

Using an equity lens will aid in uncovering patterns of inequality, while sharpening the focus on outcomes.

* Who are the **underserved groups affected**? (Including, but not limited to: gender, sexual orientation, race, culture, disability, religion, age, etc.)
* Does the decision being made ignore or worsen **existing disparities** or produce other **unintended consequences**?
* ​What is the impact on eliminating the **opportunity/achievement gap**?
* How will you meet the **individual and cultural needs** of each learner and community?​