

**Equity provides the access, opportunities, and supports needed to help students, families, and staff reach their full potential by removing the barriers to success that individuals face. It does not mean equality or giving everyone the same thing.**

Resource: [HCPSS Policy 1080 Educational Equity](#)

Element	Belonging	Opportunity & Access	Instructional Excellence	Engaged & Inspired Learners
Indicators	All students, staff, and families experience belonging; and each person’s physical, social, and emotional needs are met.	All students, staff, and families can access pathways that expose them to high-quality learning experiences.	All students and staff are provided with the resources necessary to deliver and experience high-quality instruction.	All students and staff are empowered to shape their teaching and learning experiences.
	<ol style="list-style-type: none"> <li>1. We respect and seek to understand diversity in individual differences, life experiences, and perspectives.*</li> <li>2. All individuals are a part of the learning community within a restorative culture that facilitates authentic cross-cultural relationships.</li> <li>3. Individuals see their unique identities reflected through all facets of education including staffing, curriculum, instruction, and activities.</li> <li>4. Students’ and staff’s social, emotional, and physical needs are met.</li> </ol>	<ol style="list-style-type: none"> <li>1. Supports exist that allow all students to choose to experience any coursework and school activity.</li> <li>2. Students are provided appropriate supports to access instruction and be ready to learn.</li> <li>3. Resources are allocated based on assessed needs.</li> <li>4. Multiple pathways to success exist.</li> <li>5. Advanced-level courses are welcoming to and supportive of all students.</li> <li>6. Leadership opportunities are welcoming to and encouraged for all individuals.</li> </ol>	<ol style="list-style-type: none"> <li>1. All students are expected to learn and succeed.</li> <li>2. All students understand the purpose for learning and the criteria for success in every classroom.</li> <li>3. Teachers differentiate to ensure that all students participate in the learning process.</li> <li>4. Culturally responsive pedagogy and culturally proficient instruction are embraced and implemented.</li> <li>5. Feedback is solicited from all students and valued in the instructional process.</li> <li>6. All students benefit from instruction that supports post-graduation success.</li> <li>7. Professional learning for staff is equity-focused, practical, evidence-based, and promotes professional growth.</li> </ol>	<ol style="list-style-type: none"> <li>1. Student voice and staff voice are encouraged and valued.</li> <li>2. Multiple opportunities exist for students and staff to engage in the development of the school's academic and social climate.</li> <li>3. Meaningful partnerships are developed among students, staff, and communities.</li> <li>4. Students and staff feel valued, inspired, and engaged throughout the educational process.</li> <li>5. Individuals are empowered to shape their own learning experience.</li> </ol>
Lens	Examine our practices through a <b>Racial Equity Lens</b> —This includes examining and ending unintended (and intended) consequences and actions that have negative or disparate effects on communities of color <b>so that race/ethnicity is no longer a predictor of advantage or disadvantage</b> due to implicit or explicit bias and socially constructed racial hierarchies <b>between and within groups</b> (e.g., cognitive & physical disability, LGBTQIA+, English proficiency, economically disadvantaged).			

\*Differences, life experiences, and perspectives speak to the specifics of diversity and include, but are not limited to race/ethnicity, gender, gender identity, socioeconomic status, family structure, sexual orientation, language, culture, religion/beliefs, mental and physical ability, disability, age, and national origin. \*\*Individuals refer to students, staff, and families.