

**Policy Revisions Summary**  
**First Read**  
**2/16/2016**

<b>Number</b>	<b>Policy</b>	<b>Page</b>	<b>Summary of Revisions</b> (In addition to technical changes for clarity)
8-1.8	Equity Policy – Student Achievement (NEW)	1	<ul style="list-style-type: none"> <li>• The proposed policy affirms the School Board’s belief that all students are entitled to an education that maximizes his or her potential to become a globally competitive graduate.</li> <li>• The policy affirms the School Board’s commitment to provide all students an opportunity to succeed regardless of race, gender, ethnicity, special education status, sexual orientation or identity, ELL status, or socioeconomic status.</li> <li>• The policy affirms the School Board’s goals of raising the outcomes for all students and closing the achievement gap among all students and outlines critical factors for consideration in that effort.</li> <li>• The policy directs the Superintendent to take specific actions regarding student achievement, facilities, curriculum development, student discipline, student participation in advanced academics and recruitment and retention of employees to advance the goals of the proposed policy and to assist in the development of School Board policies and budget and capital improvement plans.</li> </ul>

**POLICY 8-1.8 EQUITY POLICY – STUDENT ACHIEVEMENT (NEW)**

**Philosophy**

The School Board of the City of Richmond believes that every student in the school system should receive an education that maximizes his or her potential to become a globally competitive graduate. Disparities based on race, special education status, gender, ethnicity, sexual orientation or identity, English Language learner (ELL) status, or socioeconomic status are unacceptable and are directly at odds with the belief that all students can achieve. While complex societal and historical factors contribute to the inequities our students face, rather than perpetuating disparities, the School Board is committed to addressing and overcoming institutional inequity by providing all students with the opportunity to succeed.

The School Board has adopted this policy to ensure equitable and fair educational opportunities for all students by allocating resources fairly and equitably, providing diverse learning opportunities and demonstrating the commitment of equity and fairness across the school division.

**Factors for Consideration**

Raising the achievement outcomes for all students and closing the achievement gaps among all students are top priorities of the School Board. The School Board recognizes that a number of critical factors must be considered to ensure that all students achieve at high levels. Some of these factors include, but are not limited to (1) the quality and stability of the teachers in a school; (2) the quality and stability of leadership in a school; (3) the allocation of fiscal, operational and structural resources necessary to support high levels of achievement; (4) the number and nature of disciplinary infractions and the use of positive behavioral supports within the classroom; and (5) the goal of high expectations for all students.

**Policy Guidelines**

In order to advance the goals of this policy and to assist with the further development of School Board policies and budget and capital improvement plans, the Superintendent is directed to take the following actions:

- (1) Provide a report to the School Board on the progress made toward increasing student achievement consistent with the provisions of the division-wide Academic Improvement Plan;
- (2) Include considerations for equitable access to 21<sup>st</sup> Century learning environments which address, at a minimum, physical space needs and design, technology to enhance teacher and student collaboration, and multi-functional space design, in any and all plans for the new construction or renovation of school facilities;

- (3) Ensure that cultural inclusion and responsiveness are incorporated in curriculum development and assessment design in accordance with acceptable research-based standards;
- (4) Identify whether the disciplinary process has any disproportionate impact on minority, ELL or special education students on an annual basis consistent with reporting to the Virginia Department of Education on school climate;
- (5) Recruit and increase participation of students from underrepresented groups in advanced academics consistent with the division-wide Academic Improvement Plan; and
- (6) Provide a report to the School Board on the employment, retention, recruiting and placement of persons from underrepresented groups.

### **Implementation**

In addition to the actions listed above, the Superintendent is authorized to develop any applicable procedures that would advance the philosophy and goals of the School Board stated herein.

**LEGAL REFERENCE:** Code of Virginia, 1950, as amended, § 22.1-78; 22-1.79; 22.1-215; 22.1-253.13.1; 22.1-253.13.2; 22.1-253.13.4; 22.1-253.13.8; 22.1-295

Adopted

---