

Hastings Area Public Schools - ISD 200
School Board Meeting Agenda

Wednesday, May 12, 2021
Work Session
Virtual-Zoom

- I. **Items for Discussion**
 - a. Strategic Planning Update
 - b. ALC Programming/Facility Update
 - c. Levy planning to plan conversation
 - d. Adding June 16th work session to focus on strategic planning
 - e. In-person board/committee meeting conversation
 - f. Summer Retreat Date
 - g. As needed - Equity Policy clarification conversation



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100 Equity and Diversity

I. Purpose

Hastings Public Schools is committed to the success of every student in each of our schools and to our mission and vision statements.

The School Board believes that the responsibility for student success is broadly shared by District staff, families, our community and our student's own efforts. The purpose of this policy is to establish a framework for the elimination of bias, particularly racism and cultural bias, as factors affecting student achievement and learning experiences, and to promote learning and work environments that welcome, respect and value diversity.

II. General Statement of Policy

- a. The District welcomes, respects and values the diversity of its students, parents, staff and broader community.
- b. The following are Established as District values:
 - i. All students and their families have dignity and worth.
 - ii. All students deserve equitable treatment, opportunities, and education.
 - iii. Student potential can be unlocked by focusing on their talents; all students have assets.
 - iv. Inclusion of all students and families supports District goals to increase student engagement and academic performance.
 - v. Embracing our diversity through inclusion creates an environment that leverages that diversity and creates schools where students, families, community members and employees feel welcomed, valued, supported, and where students and staff can perform to their personal bests.
 - vi. Our collective understanding of diversity and equity must continue to evolve and increase to be well informed and ready to meet the needs of and celebrate our ever-changing population.
 - vii. Continuous reflective practices and education are necessary to address and eliminate barriers.
 - viii. Academic and engagement evidence, beyond intentions, shall be the measure of whether we are successful.



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- c. The District is committed to advancing optimum participation in, contribution to, benefit from and enjoyment of learning and work experiences by diverse students, parents, staff, and community.
- d. The District is committed to promoting and providing equitable distribution of resources, opportunities, facilities, and support, even when this means differentiating resource allocations on the basis of student needs. Resource allocation shall support the definition of educational equity adopted in this policy while complying with state and federal funding mandates.
- e. The District is committed to increasing the recruitment and retention of highly qualified diverse staff. The District is committed to fostering a learning environment where diversity is encouraged and to recruiting and retaining a workforce that reflects the diversity of our students and community. We are committed to hiring the best employees of all racial and ethnic backgrounds who will bring their unique talents and skills in our school system.
- f. Families are partners with the District in its effort to address achievement and opportunity gaps.
- g. Students are partners in their academic achievement. School attendance and engagement are essential to reduce achievement and opportunity gaps that exist.
- h. It is important that children of all races, cultures, and backgrounds are provided with familiar role models in schools. The recruitment of diverse teachers and staff provides all students with a better chance of seeing themselves as part of the education system. Diversity in education provides all children with the opportunity to learn from others with dissimilar backgrounds and recognizes the value of diversity in all learning environments.

III. Definitions

For the purposes of this policy the following terms shall have these meanings:

- a. “Diversity” includes characteristics of persons including, but not limited to:
 - 1. Race
 - 2. Culture
 - 3. Color
 - 4. Creed or religion
 - 9. Marital status
 - 10. Family structure
 - 11. Citizenship status
 - 12. Sexual orientation or affectional preference



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5. National origin
 6. Biological sex
 7. Mental and physical ability
 8. Age
 13. Gender identity or expression
 14. Economic status
 15. Military/Veteran's status
 16. Any other protected class in conformance with federal, state and local laws.
 17. Ethnicity
- b. “District staff” includes all employees, consultants and contractors of Hastings Public Schools
- c. “Educational equity” means raising the achievement of all students while
- i. Narrowing the gaps between the lowest and highest performing students,
 - ii. Narrowing the opportunity gap between all students, and
 - iii. Eliminating the racial or cultural predictability and disproportionality of which students groups occupy the highest and lowest achievement categories including rates of graduation.
- d. “Institutional racism” means the collective failure of a public or private organization to provide an appropriate and professional service to people because of their race, color, culture or ethnic origin which can be seen or detected in practices, processes, systems, attitudes and behavior. It looks beyond individual acts of prejudice to the systemic biases that may be built into institutions. These systemic biases discriminate against and disadvantage people of color through unwitting prejudice, ignorance thoughtlessness or racial stereotyping.

IV. Responsibility

- a. The School Board shall consider the values stated in this policy in conducting its business and in exercising its responsibilities to the people of the Hastings area.
- b. The School Board and Superintendent may establish specific goals to implement this policy as permitted by law.
- c. The Superintendent shall establish in accordance with this policy such plans and procedures as may be necessary and appropriate to accomplish its purpose and intent. Plans and procedures established shall include clear accountability for actions and oversight, and shall include metrics for evaluation.



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- d. District staff shall within the parameters of their various duties and responsibilities comply with and execute such plans as are designed to address the values and directions included in this policy. District staff is further responsible to make such suggestions to the appropriate authority to improve the ability of the district to reduce the achievement and opportunity gaps that exist.
- e. Hastings ISD 200 Board of Directors, Superintendent and employees will work with students and families to identify assets and barriers to achievement and opportunities for academic success.
- f. The District shall employ staffing processes that support and engender racial, gender, and language diversity in its staff through recruitment, employment, training and retention of employees.
- g. The District shall offer opportunities for all staff to improve its cultural competencies in serving our diverse student body and community, and strengthen employee's knowledge and skills for eliminating opportunity and achievement gaps between groups of students.
- h. The District staff shall work together to increase their individual and collective capacity to effectively teach a racially and ethnically diverse student population and serve racially and ethnically diverse families and communities.
- i. The District shall offer opportunities for all staff to improve culturally responsive instructional practices, curriculum, and assessments competencies in serving our diverse student body and community to increase individual and collective capacity to effectively teach our diverse student population and serve diverse families.
- j. Practices, procedures and programs that result in over or under representation of any group of students compared to peers shall be subject to close review to assure that such results are due to meeting student legitimate educational, social or emotional needs. Practices that do not meet this close review shall be eliminated.
- k. Teachers, administrators and district staff shall collaborate to establish and implement culturally responsive instructional practices, curriculum and assessments.



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Cross References:

HPS Policy 206 Public Participation in School Board Meetings/Complaints About Persons at School Board Meetings and Data Privacy Considerations

HPS Policy 902A Hastings Public Schools Community Use of School Facilities Philosophy, Rules and Regulations, Building Use Charges

HPS Policy 401 Equal Employment Opportunity

HPS Policy 402 Disability Nondiscrimination

HPS Policy 413 Harassment and Violence

HPS Policy 102 Equal Educational Opportunity

HPS Policy 522 Sex Nondiscrimination

HPS Policy 609 Religion

HPS Policy 606 Textbook and Instruction Materials

Policy Reviewed: 02.24.2021

Policy Adopted:

Policy Revised: 02.16.2021