

The District will attain true excellence only when all students are achieving universally high goals. The District is committed to the success of every student in our schools and it is our belief that all students deserve to be academically challenged in a safe and supportive learning environment in which they feel a sense of belonging. This environment must be free of bullying, harassment, and discrimination.

Historical and continuing structural inequities create disparate outcomes for marginalized student populations. We recognize that as individuals, despite the very best intentions, our actions can contribute to disparate outcomes for our students. As a District committed to equity, we seek to disrupt societal and historical inequities and eliminate disparities based on student and family characteristics such as, but not limited to, race, color, national origin, citizenship status, ancestry, religion, sex (including sexual orientation and gender identity), economic status, disability status, and age, so that all students thrive.

Educational equity is based on the principles of fairness and justice in allocating resources, opportunity, treatment and creating success for each student. Achieving equity means students' identities will not predetermine or predict school success. We believe that expanding opportunities for students who have been historically marginalized will enrich the overall development of all students.

Equity benefits the District as a whole. All students must participate in appropriately rigorous, challenging and diverse educational experiences designed to achieve post-secondary success. Expanding opportunities and increasing support for students will ultimately increase the overall educational experience, general well-being, and academic achievement of all District students.

Equity does not mean equal. Achieving educational equity will mean that schools and students may receive different resources based on specific needs. Nevertheless, the District will provide every student with equitable access to high-quality curriculum, support, facilities and other educational opportunities.

Model ENN	Work group intent of ENN	Work group draft and revisions based on feedback
1. Eliminating inequities begins with ourselves	<p>~understand where we come from/how we are raised, how that impacts our implicit biases that impact our relationships with colleagues, students, and community members.</p> <p>~staff members believe that ALL students can learn</p>	<p>Changing our system to eliminate inequities begins with exploring our own identities and bias, understanding our community population, and continually working to make connections</p> <p><i>Identity Work</i> <i>Eliminating inequities begins with exploring our own identities and biases, as well as understanding those of our community population.</i></p>
2. The system is responsible for failure.	<p>~There are patterns that exist that we may be blind to that impact student learning Instead of looking to the deficit of a learner, we look at the implications placed by the system</p> <p>~focus on shared solutions</p> <p>~place responsibility on the system for both solutions and failure</p> <p>~reverse unintended biases that have created the system as it is over time</p>	<p>Elmbrook Schools is responsible for creating a system where success for ALL students is accessible through a representative and inclusive curriculum that decenters whiteness and prioritizes marginalized communities in all subjects</p> <p><i>Responsibility</i> <i>We are responsible for creating a system that ensures the success of all students.</i></p>
3. All staff are aligned to Co-Plan to Co-Serve to Co-Learn Teams (C3) to support cohesive Instruction.	<p>~staff work together within and across disciplines, specialties and experiences to create a learning environment that will support and ensure that each student feels supported and encouraged to learn and grow</p> <p>~ensure this is fully supported with enough time, training and resources in order to provide all staff and students what they need in order to create the best possible learning environment for all learners.</p>	<p>All staff are trained and aligned into a professional learning community to design, cohesive and effective instruction.to provide supportive learning environments for all learners as guided by IRTL (Identity Relevant Teaching and Learning).</p> <p>Combine with #6 related to teaching and learning.</p>
4. Students are proportionally represented in the core of teaching and learning.	<p>-balance classrooms</p> <p>-avoid labeling students</p> <p>-labels do not drive opportunities and access to places, spaces and learning</p>	<p>In addition to ensuring that students are proportionally represented in the core of teaching and learning, we recognize that the work does not stop there. Elmbrook must work to ensure that students are proportionately represented among teachers, staff, and administration. Elmbrook commits to creating a comprehensive plan to hire more staff that identify as Black, Indigenous, or People of Color. Finally, Elmbrook</p>

		<p>will adjust curricula across all subjects to ensure representative anti-racist history of all marginalized groups (including culturally relevant pedagogy).</p> <p><u>Representation</u> <i>Students are proportionally represented in all core courses.</i></p>
<p>5. C3 Teams intentionally develop each other's capacity.</p>	<p>~teacher-based teams <i>co-plan and co-serve</i> through proactive instructional practices for each learner within their grade or content area ~build collective efficacy ~expertise in areas are a strength ~process for how to build powerful teams and create time for it</p>	<p>Within the co-plan to co-serve teams (C3), educational staff share and gain knowledge and expertise from each other to collectively strengthen staff efficacy to educate every learner.</p> <p><u>Collaboration</u> <i>We expect our Professional Learning Community teams to develop each other's capacity in order to meet the needs of all learners.</i></p>
<p>6. Instruction is based on Identity Relevant Teaching and Learning (IRTL) and created for each learner the first time the concept/skill is taught.</p>	<p>~affirms a learner's identity ~focus on anti-racist ~needs to happen proactively, from how the skill is taught, to include how the skill is assessed ~promote critical thinking</p>	<p>Break into 2 Non-Negotiables</p> <ul style="list-style-type: none"> • Each learner is affirmed and engaged by multiple perspectives through anti-racist, Identity Relevant Teaching & Learning (IRTL) • Instruction & assessment of priority standards are based on proactive design to affirm each learner from the onset of the lesson, to the skill/concept being taught and being assessed. <p><u>Curriculum and Instruction</u> <i>We will design instruction, feedback and assessments to affirm and engage each learner based on Identity Relevant Teaching & Learning (IRTL) practices.</i></p>
<p>7. Policy and funding are aligned to these Equity NonNegotiables</p>	<p>~alignment, enforcement, execution, fiscal decision-making, flexible, strategic, policies & funding to address inequities. ~process to eliminate inequities intent of all ENN guard rails defined flexibility w/guard rails ~operationalize everything else School ~board accountability/ guidance/ aligned</p>	<p>We align all District policies, procedures, and resource allocations in the best interests of students to eliminate inequalities from the classroom to the boardroom.</p> <p><u>Alignment</u> <i>We will align all District policies, procedures, and resource allocations in support of these Equity Non-Negotiables.</i></p>

8. Workforce	Added additional ENN with portion of #	<p>We recognize that the work does not stop there. Elmbrook must work to ensure that students are proportionately represented among teachers, staff, and administration. Elmbrook commits to creating a comprehensive plan to hire more staff that identify as Black, Indigenous, or People of Color. Finally, Elmbrook will adjust curricula across all subjects to ensure representative anti-racist history of all marginalized groups (including culturally relevant pedagogy).</p> <p><u>Diversity of Workforce</u> <i>The Elmbrook Schools will actively recruit, hire and retain a workforce that reflects the diversity of our community.</i></p>
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