

AEA
Equity in Education

The Bexley City Schools Board of Education is committed to the success of each student. Student success is founded in equitable access to a high-quality educational experience for each student, regardless of race, color, national origin, ancestry, citizenship status, religion, sex, gender identity or expression, economic status, age, ability and disability, sexual orientation, or other personal or familial characteristics. We recognize the contemporary and historical impact of bias, prejudice and discrimination in our communities and in our nation and seek to shape and cultivate an educational environment that ensures each student experiences a barrier-free learning environment in which they feel that they belong, and are valued, supported, and free.

In this policy, the Board defines “equity” as assuring that through policy, programs, and practices, each student is provided specifically-targeted resources, attention, and support required to meet differentiated social, emotional, and educational goals regardless of demographic identifiers, while working to identify and address the effects of any historical and current barriers.

Accordingly, the Board commits to the achievement of educational equity for each student and establishes the following course of action for the District:

- Support multiple learning pathways to lifelong success in order to meet the needs of each student.
- Provide each student with equitable access to high quality, culturally relevant instruction, curricula, support, and other social, emotional, and educational resources.
- Review and determine appropriate revisions to its policies and procedures, instructional practices, and professional development (including, but not limited to those relating to behavior and discipline, hiring, retention, and curricula) in support of being a district that is safe, supportive, anti-racist, equitable, and inclusive.
- Ensure equitable opportunities for all students to have access to co-curricular and extra-curricular activities and enrichment opportunities.
- Allocate resources (including financial, human, and other resources) in an equitable manner, reflective of the purposes and goals of this policy.
- Engage its students, teachers, staff, administrators, families, and other stakeholders in this ongoing work, recognizing that their active involvement provides vital input and support.

The Board holds itself, teachers, staff, and administrators accountable for supporting a District-wide culture of equity. The Board recognizes that achieving educational equity will require dedicated resources and ongoing effort and accountability. To these ends, the Board directs the

Superintendent to develop an equity plan to make measurable progress towards meeting these goals with clear, asset-based standards, solutions, metrics, and procedures that can be reported and assessed. The Superintendent will report annually to the Board and the community on the equity plan and progress towards these goals and will submit an updated equity plan to the Board on an annual basis.