



Hastings Public School District
ISD #200

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 Hastings Public School District believes that the responsibility for student success is broadly shared by District staff, families, the community, and our students' own efforts. The purpose of this policy is to establish a framework for the elimination of racism and bias, including 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, and understands that:
 - 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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- b. The District is committed to advancing equitable participation in, contribution to, benefit from and enjoyment of learning and work experiences by diverse students, parents, staff, and community.
- c. 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.
- d. The District is committed to 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, at a minimum, reflects the diversity of our students and community.

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
 - 5. National origin
 - 6. Biological sex
 - 7. Mental and physical ability
 - 8. Age
 - 9. Marital status
 - 10. Family structure
 - 11. Citizenship status
 - 12. Sexual orientation or affectional preference
 - 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 achievement gaps between the lowest and highest performing students,
 - ii. Narrowing the opportunity gap between all students, and



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- iii. Eliminating the racial or cultural predictability and disproportionality of which student groups occupy the highest and lowest achievement categories including rates of graduation.

IV. Responsibility

- a. The School Board and Superintendent may establish specific goals to implement this policy as permitted by law.
- b. 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.
- c. District staff are responsible to make suggestions to the appropriate authority to improve the ability of the district to reduce the achievement and opportunity gaps that exist.
- d. Hastings School Board, Superintendent and employees will work with students and families to identify assets and barriers to achievement and opportunities for academic success.
- e. The District shall offer opportunities for all staff to improve their 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.
- f. 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.
- g. 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

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