

1 **ACADEMIC EXCELLENCE AND EDUCATIONAL EQUITY**
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3 Alexandria City School Board (Board) pledges to provide an equitable, high-quality
4 education which is accessible and engaging to all students, empowering them to thrive in a
5 diverse and ever changing world. Upon graduation, students may aspire to pursue college, a
6 career, or independent living.
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8 Although educational equity does not mean that all students will have the same experiences
9 or the same results, it does mean that the education provided by Alexandria City Public
10 Schools (ACPS) will respond to each student’s individual challenges, interests, and abilities,
11 that ACPS works to remove systemic barriers that prevent certain racial, linguistic, cultural,
12 and socioeconomic groups from academic success, and that each student will be provided
13 with the resources to excel.
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15 The Board provides leadership and resources that support constructive and life-affirming
16 educational outcomes for our students. Through an individualized approach to monitoring
17 students’ interests and progress, ACPS builds on the strengths, funds of knowledge, and gifts
18 of each student.
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20 ACPS believes each student will reach high levels of achievement when supported by a
21 challenging curriculum, effective instruction, engaging relationships, and an environment
22 that promotes their academic, emotional, physical, and social well-being.
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24 ACPS commits to policies, regulations, and practices that incorporate and are consistent with
25 the following principles:
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- 27 ● Developmentally and culturally responsive educational practices and inclusive
28 learning environments empower students to perform at high levels. ACPS will
29 establish and employees will use appropriate differentiated teaching strategies,
30 assessment and other tools that support students in their learning.
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- 32 ● Educational outcomes are not presumed by income, race, disability, gender, primary
33 language, culture, or family background.
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- 35 ● Continued education of ACPS staff through professional learning on how bias
36 impacts a student’s educational experience.
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- 38 ● Education of families with diverse needs on the resources, programs available that
39 will assist them with outcomes that align with their goals, dreams and aspirations.
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- 41 ● Access to educational programs, services, and opportunities does not depend on
42 eligibility criteria or financial burdens other than those prescribed by ACPS policies,
43 or local, state, or federal law. ACPS employees are expected to be aware of such
44 applicable ACPS policies and local, state, and federal laws.
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- 46 ● Home, school, and community all play a vital role in student success.

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- Providing a challenging educational program to every student, with appropriate levels of support and with an emphasis on acceleration of learning opportunities, is the responsibility of each administrator, teacher, and staff member.
- By working together, administrators, teachers, and staff members model collaborative behavior to improve the quality of learning for all students. Each employee is responsible and accountable for the social-emotional development, language acquisition, academic learning and achievement of all students and will help build a culture that reinforces this responsibility.
- Employees advocate for the success of each student through program recommendations and robust communication with students and their families regarding opportunities for learning.
- Positive educational outcomes are the responsibility of ACPS employees and our students in partnership with our families and community.
- A focus on the whole child will guide our work with students.

Adopted: September 13, 2012
Affirmed: June 11, 2015
Amended: May 19, 2016

Cross References: IGBA Programs for Students with Disabilities
IGBB Programs for Gifted Students
IGBF Limited English Proficient Students
IGBGA Online Courses and Virtual School Programs
JB Equal Education Opportunities / Non-Discrimination
JBA Section 504 Hearing Procedures

ACADEMIC EXCELLENCE AND EDUCATIONAL EQUITY

Alexandria City ~~School Board~~ ~~Public Schools (Board~~ ACPS) pledges to provide an equitable, high-quality education which is accessible and engaging to all students, empowering them to thrive in a diverse and ever changing world. educate students in an atmosphere of excellence and educational equity that prepares them for citizenship and ensures they are challenged to stretch their talents and aspirations. Upon graduation, students may aspire to pursue ~~college~~, a career, or independent living.

Although educational equity does not mean that all students will have the same experiences or the same results, it does mean that the education provided by Alexandria City Public Schools (ACPS) will respond to each student's individual challenges, interests, and abilities, that ACPS works to remove systemic barriers that prevent certain racial, linguistic, -cultural, and socioeconomic groups from academic success, and that each student will be provided with the resources tools needed to excel.

The ~~Alexandria City School~~ Board ~~will~~ provides leadership and resources that support constructive and life-affirming educational outcomes for our students. Through an individualized approach to monitoring students' interests and progress, ACPS ~~will~~ builds on the strengths, funds of knowledge, and gifts of each student.

ACPS believes each student will reach high levels of achievement when supported by a challenging curriculum, effective instruction, engaging relationships, and an environment that promotes his or her their academic, emotional, physical, and social well-being ~~academically, emotionally, physically, and socially.~~

ACPS commits to policies, regulations, and practices that incorporate and are consistent with the following principles:

- Developmentally and culturally responsive educational practices and inclusive learning environments empower students to perform at high levels. ACPS will ~~establish~~ maintain and employees will use appropriate differentiated teaching strategies, assessment and other tools that support students in their learning.
- Educational outcomes are not presumed by income, race, disability, gender, primary language, culture ~~first language,~~ or family background.
- Continued education of ACPS staff through professional learning on how bias impacts a student's educational experience.
- Education of families with diverse needs on the resources, programs available that will assist them with outcomes that align with their goals, dreams and aspirations.
- Access to educational programs, services, and opportunities does not depend on eligibility criteria or financial burdens other than those prescribed by ACPS policies,

Commented [1]: Is this this policy mean to compare to our strategic plan definition of educational equity and educational excellence?

Commented [2]: I see this policy does not have statutory requirements. I suggest we rework it with updated language to better align with our 2025 strategic plan and board resolution condemning systemic racism. - Dr. Rief

Commented [3]: No model policy

Commented [4]: ACPS will also educate families with diverse needs on the resources, programs available that will assist them with outcomes that align with their goals, dreams and aspirations.

46 or local, state, or federal law. ACPS employees are expected to be aware of such
47 applicable ACPS policies and local, state, and federal laws.

- 48 ● Home, school, and community all play a vital role in student success.
- 49 ● Providing a challenging educational program to every student, with appropriate
50 levels of support and with an emphasis on acceleration of learning opportunities, is
51 the responsibility of each administrator, teacher, and staff member.
- 52 ● By working together, administrators, teachers, and staff members model
53 collaborative behavior to improve the quality of learning for all students. Each
54 employee is responsible and accountable for the social-emotional development,
55 language acquisition, academic learning and achievement of all students and will
56 help build a culture that reinforces this responsibility.
- 57 ● Employees advocate for the success of each student through program
58 recommendations and robust communication with students and their families
59 regarding opportunities for learning.
- 60 ● Positive educational outcomes are the responsibility of ACPS employees and our
61 students in partnership with our families and community.
- 62 ● A focus on the whole child will guide our work with students.

Commented [5]: What will ultimately be our measure of success for this policy? How and when will we review those measures to determine if we are meeting the needs of our students? How can we also incorporate student voice in this policy?

71 Adopted: September 13, 2012
72 Affirmed: June 11, 2015
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76 Cross References: IGBA Programs for Students with Disabilities
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78 IGBF Limited English Proficient Students
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