

POLICY FAMILY	PHILOSOPHY AND PURPOSES	502
<p data-bbox="284 247 358 352"><u>502.</u> Equity</p> <p data-bbox="207 940 423 972">Adopted 5/25/11</p>	<p data-bbox="467 247 1495 426">One of Shrewsbury Public Schools’ core values is equity. The district’s core values document states: “The school community strives to create opportunities for all students to achieve success. We provide all students with appropriate and rigorous curriculum and high-quality instruction that recognizes differences in needs and learning styles. We advocate for the resources necessary to support successful teaching and learning and we use our resources responsibly for the maximum benefit of students.</p> <p data-bbox="467 468 1495 751">A) In order to meet the district’s aspiration for student equity, the school district shall work to endure that all students have access to the district’s academic programs, in accordance with all applicable federal and state law. Wherever possible, the school district shall monitor students’ academic performance according to various student characteristics, and these results will be reported to the School Committee and considered by Committee members and administrators when determining district and school priorities through the creation of the annual district gals, annual school improvement plans and, and other similar documents. By doing so, student groups whose performance is less than satisfactory may receive the attention and resources necessary for improvement. These characteristics will include, but are not limited to:</p> <ol data-bbox="467 751 1414 930" style="list-style-type: none"> 1) gender 2) race/ethnicity 3) socioeconomic status 4) English language proficiency 5) learning ability (including students with Individualized Education Plan) <p data-bbox="467 972 1495 1339">B) The school district shall also endeavor to provide access to all co curricular and extracurricular activities, e.g., performance groups, academic teams, athletic teams, extended school care, clubs, social events, school sponsored trips, academic remediation and enrichment programming, etc., regardless of a student’s ability to pay an associated costs. While it is not possible for the school district to erase the socioeconomic differences among students’ families, wherever possible it shall provide assistance that allows students with legitimate financial need to participate in programs and activities. The more closely associated the program or activity is to helping students succeed within the educational program, the greater the importance of proving access.</p> <p data-bbox="467 1371 1495 1665">C) In order to guide the district’s approach to providing financial assistance and access, the Superintendent shall annually develop and distribute a set of guidelines to be used by school personnel to administer assistance. These guidelines will be in accordance with federal and state law where applicable (e.g., school lunch assistance). If assistance will be directly related to a fee imposed by the School Committee (e.g., transportation fee, athletic fee, etc.), the School Committee shall cote on recommended eligibility criteria and levels or types of assistance associated with that program.</p> <p data-bbox="467 1707 1487 1770">D) When determining approval for school sponsored travel or other program requests that cone under the School Committee’s authority, the Committee shall</p>	<p data-bbox="1190 1812 1503 1843" style="text-align: right;">Continued on next page.</p>

consider its affordability for students of limited means and use that as one criterion in the decision making process. Likewise, the Superintendent and other administrators shall consider affordability when approving programs and events that come under the scope of their authority.

E) The school district should be cognizant of different barriers to student access, including financial need, language differences, access to information, etc. The district and schools shall make efforts to reach out to families by communicating broadly as well as through targeting demographics where barriers are more likely to exist. This will include actions such as translating documents as well as ensuring confidentiality regarding access to assistance due to families' concerns about the possible stigma attached to receiving financial or other assistance.

F) The overall goal is to overcome obstacles that may prevent students from not participating in school programming or activities due to circumstances beyond their control. The School Committee shall review this policy after it has been in effect for two years in order to determine if changes should be made at that time.