

**DISTRICT CODE: 655
ELIMINATING THE ACHIEVEMENT GAP**

Policy reflects Minnesota statute and aligns with other District 270 policies.

I. PURPOSE

The purpose of this policy is to address achievement gaps in the Hopkins School District, while raising achievement levels for all students, by building and bridging our students to academic success through the validation and affirmation of language and culture.

II. GENERAL STATEMENT OF POLICY

- A. The District will develop, support, and sustain strong equity-focused leadership at the school and District levels.
- B. The District will allocate resources to schools and programs based, in part, on critical factors of academic need, student mobility, and poverty.
- C. The District will examine school and District policies, practices, and structures for potential bias, and where found, eliminate it.
- D. The District will provide equal access for all students to the comprehensive district curriculum and courses, and to extra-curricular and co-curricular activities. The District will monitor programs, policies, and practices to ensure that unnecessary barriers do not prevent such access, and to eliminate racial and other demographic achievement and discipline disparities within the classroom and at the school and district levels.
- E. The District will provide educationally appropriate early childhood programming that helps students develop readiness for school and learning.
- F. The District will provide educationally appropriate intervention programming to intensify and accelerate skill development and prepare under-achieving students for successful participation in rigorous curriculum and courses.
- G. The District will provide educationally appropriate academic, personal, and career counseling services to intensify and accelerate skill development and prepare under-achieving students for access to and success in college and other post-secondary educational programs.

HOPKINS PUBLIC SCHOOLS POLICIES

- H. The District will develop, support, and sustain programs and initiatives that engage families of underachieving students as essential partners in their students' education, and in District and school planning and decision-making processes.

Adopted: December 15, 2005

Reviewed: September 29, 2011

Revised: October 13, 2015