



Code: **GCCB/GDCB/IKAAA**
Adopted: 5/08/13
Readopted: 4/09/14; 5/28/14

District Equity Policy

The Board is committed to the success of every student in each of our schools and achieving our mission of:

All students think, achieve and make a difference in the world.

We are focused on our non-negotiable academic goals that prepare district students to graduate college and/or career ready, which are:

1. We believe that race, ethnicity, economic circumstance, primary language and special needs do not predict academic success; but rather
2. We believe culturally responsive staff and effective use of research based instructional strategies predict academic success.

Educational equity means raising the achievement of all students while:

1. Narrowing the gaps between the lowest and highest performing students; and
2. Eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.¹

Disparities in student performance are directly at odds with our belief that all students can achieve. The responsibility for the disparities among students rests with the adults, not the children. We will work persistently to close the gap in student outcomes by creating a school environment that provides support and academic programs for all students.

The Board authorizes the superintendent to develop procedures to implement this policy, including an action plan with clear accountability and metrics to:

1. Identify and eliminate practices that lead to the over-representation of students of color in areas such as special education and discipline, and the under-representation in high school graduation and in programs such as talented and gifted and advanced placement courses;
2. Ensure we are accurately and comprehensively documenting and addressing harassment and discrimination concerns for all stakeholders;
3. Empower all families, including under-represented families and those whose first language is not English, as partners in their child's education, school planning and district decision making;

¹Glenn Singleton and Curtis Linton. *Courageous Conversations About Race*, p. 46 (2006)

4. Recruit and employ staff that reflects the diversity of our student body. (In alignment with the Oregon Minority Teacher Act (ORS 342.437 to 342.449))
5. Develop, support and retain staff at all organizational levels who are responsive to racial, linguistic and cultural differences; and
6. Align resources to attain educational equity.

The superintendent will report to the Board progress on the action plan at least annually. The report shall be based on the annual goals of the district's Equity Team that are determined in partnership with the superintendent and reviewed by the Board.

Definitions:

“Equity” is the idea that EACH and EVERY learner will receive the necessary resources they need individually to thrive in Oregon’s schools no matter what their national origin, race, gender, sexual orientation, differently abled, first language or other distinguishing characteristic.

“Race” is a social-not biological-construct. We understand the term “race” to mean a racial or ethnic group that is generally recognized in society and often, by government. When referring to those groups, we often use the terminology “people of color” or “communities of color” (or a name of the specific racial and/or ethnic group) and “white”.

“Under-represented students” are students who have been denied access to some educational opportunities because of their race, ethnicity, English language proficiency, socioeconomic status, gender, sexual orientation, differently abled or geographic location.

“Achievement Gap” refers to the observed and persistent disparity on a number of educational measures between the performance of groups of students, especially groups defined by gender, race, ethnicity and socioeconomic status.

“Racial Predictability/Disproportionality” means the over-representation of students of color in areas that impact their access to educational attainment and their under-representation in various advanced learning programs.

“Culturally Responsive” means to recognize the diverse cultural characteristics of learners as assets. Culturally responsive teaching empowers students intellectually, socially, emotionally and politically by using cultural referents to impart knowledge, skills and attitudes.²

END OF POLICY

Legal Reference(s):

[ORS 342.437 to 342.449](#)

[ORS 332.107](#)

²Ladson-Billings, Gloria (1994). The Dreamkeepers: Successful Teachers of African American Children.