

Educational Equity

The district is committed to the success of every student in each of our schools. For that success to occur, the district is committed to equity by recognizing institutional barriers and creating access and opportunities that benefit each student. “Achieving equity” means students’ identities will not predict or predetermine their success in school.

Educational equity is based on the principles of justice in allocating resources, opportunity, treatment and creating success for each student.

Educational equity promotes the real possibility of equality of educational results for each student and between diverse groups of students. Equity strategies are intentional, systemic, and applied across all district operations with an emphasis on teaching and learning processes.

To achieve educational equity, the district commits to:

1. Systematically using districtwide and individual school level data, disaggregated by race, ethnicity, national origin, language, special education, sex, socioeconomic status, and mobility¹ to inform district decision making.
2. Raising the achievement of all students while narrowing the gap between the lowest and the highest performing students.
3. Eliminating disparity in all aspects of education and its administration, including but not limited to, the disproportionate representation of students by race, poverty, sex, sexual orientation², and national origin in discipline, special education, and in various advanced learning.
4. Graduating all students ready to succeed in a diverse local, national, and global community.

In order to achieve educational equity for each and every student, the district shall make every effort to:

1. Provide every student with equitable access to high quality curriculum, support, facilities, and other educational resources, even when this means differentiating resource allocation.

¹These are data categories that the Oregon Department of Education collects. Districts may choose to add to this list from data the district collects.

²“Sexual orientation” is defined by Oregon Revised Statute (ORS) 174.100(7) to mean an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual’s gender identity, appearance, expression or behavior differs from that traditionally associated with the individual’s sex at birth.

2. Review existing policies, programs, professional development, and procedures for the promotion of educational equity, and all applicable new policies, programs, and procedures will be developed with educational equity as a priority.
3. Actively work toward a teacher and administrator workforce that reflects the diversity of the student body. The district seeks to recruit, employ, support, and retain a workforce that includes racial, sex, and linguistic diversity, as well as culturally responsive administrative, instructional, and support personnel.
4. Ensure that every employee in the district is responsible and accountable for the learning and achievement of all students and for building a culture that reinforces this responsibility.
5. Provide professional development to strengthen employees' knowledge and skills for eliminating opportunity gaps and other disparities in achievement.
6. Create schools with a welcoming, inclusive culture and environment that reflects and supports diversity of the student population, their families, and their community.
7. Include partners who have demonstrated culturally specific expertise, including but not limited to, families, government agencies, institutions of higher learning, early childhood education organizations, community-based organizations, local businesses, and the community in general in meeting our high goals for educational outcomes. The district shall seek to involve students, staff, families, and community members who reflect district demographics to inform decisions regarding the narrowing of the achievement and other opportunity gaps.
8. Provide multiple pathways to success in order to meet the needs of the diverse student body and shall actively encourage, support, and expect high academic achievement for each student.
9. Provide materials and assessments that reflect the diversity of students and staff and are geared toward the understanding and appreciation of culture, class, language, ethnicity, poverty, ability, and other differences that contribute to the uniqueness of each student and staff member.

The superintendent shall include equity practices in the district's equity transformation plan to implement this policy. The superintendent will report to the Board the progress of the equity transformation plan.

END OF POLICY

Legal Reference(s):

[ORS 174.100\(7\)](#)
[ORS 332.075](#)

[ORS 332.107](#)

[ORS 342.437 to -342.449](#)