

Educational Equity

The Board is committed to the success of every student in each of our schools graduating ready for college, career, and life.

“Educational equity” means 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, and geographic location.

This requires differentiating resource allocation, within budgetary limitations, to meet the needs of students who need more supports and opportunities to succeed academically. A student whose history and heritage are appreciated and celebrated will learn better and be more successful than if that student is forced to overcome a cultural barrier.

The district will work toward:

1. Raising the achievement of all students while narrowing the gaps between the lowest and highest performing students;
2. Eliminating the racial predictability and disproportionality in all aspects of education and its administration (e.g., the disproportionate over-application of discipline to students of color, their over-representation in Special Education, and their under-representation in various Advanced Placement programs);
3. Preparing all students, regardless of race or class, to graduate from our schools ready to succeed in racially and culturally diverse local, national, and global communities.

In order to achieve educational equity for our students:

1. Equitable Access – The district shall provide every student with equitable access to a high quality curriculum, support, facilities and other educational resources, even when this means differentiating resource allocation;
2. Racial Equity Analysis – The district shall review existing policies, programs, professional development and procedures to provide for the promotion of racial equity.
3. Workforce Equity – The district shall actively work to have the workforce reflect the diversity of the student body. The district shall consider workforce equity when recruiting, employing, supporting and retaining a workforce that includes racial, gender, and linguistic diversity, as well as culturally competent administrative, instructional and support personnel;

4. Professional Development – The district shall provide professional development to strengthen employees’ knowledge and skills for eliminating opportunity gaps and other disparities in achievement;
5. Welcoming School Environments – The district shall support each school’s efforts to create a welcoming culture and inclusive environment that reflects and supports the diversity of the School District’s student population, their families, and communities;
6. Partnerships – When possible and applicable, the district will include other partners who have demonstrated culturally specific expertise - including families, government agencies, institutes of higher learning, early childhood education organizations, community-based organizations, businesses, and the community in general - in meeting our high goals for educational outcomes;
7. Multiple Pathways to Success – The district shall 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 all students;
8. Recognizing Diversity – Consistent with state regulations and district policy and within budgetary considerations, the district shall provide materials and assessments that reflect the diversity of students and staff, and which are geared towards the understanding and appreciation of culture, class, language, ethnicity and other differences that contribute to the uniqueness of each student and staff member.

The superintendent is authorized to develop procedures to implement this policy. The superintendent shall report to the board on the progress towards achieving the goals outlined in this policy.

END OF POLICY

Legal Reference(s):

[ORS 329.025](#)

[ORS 336.067](#)