

Educational Equity

The Gresham-Barlow School District is committed to ensuring the right of each student to have equitable opportunities to achieve their dreams and academic goals by minimizing barriers and limitations. Student success will not be predicted nor predetermined by national origin, race, culture, ethnicity, sex, language, socio-economic status, mobility, sexual orientation, disability, and/or religion.

The Gresham-Barlow School District recognizes that:

1. Responsibility rests on all Gresham-Barlow School District employees to foster each student's individual determination to access high quality education and perform at heightened levels of academic proficiency.
2. All district staff must partner with families for shared decision making.
3. Allocating resources equitably rather than equally will support the narrowing of the achievement and other student opportunity gaps.
4. An inclusive and welcoming environment allows students and families to feel safe, respected, and valued, thus supporting students in achieving their educational objectives.

To this end the District will:

1. Actively eliminate practices as they are identified that prevent students from achieving academic success, including barriers of institutional racism. The District will apply the principle of equity to policies, programs, practices, operations and resource allocation to enable all students to access a high quality education.
2. Recruit, employ, support and retain a culturally competent workforce that reflects the racial, ethnic, sex, and linguistic diversity of the student body. The district shall consider workforce equity when recruiting, employing, supporting and retaining staff.
3. Involve students, families, staff, and community members that reflect student demographics to inform school and district level decisions, particularly those involving the narrowing of the achievement and other opportunity gaps.
4. Recognize and remove institutional barriers that hinder students from achieving academic success.
5. Provide support for all students through equitable resource allocation to schools.

6. Plan and engage administrators, instructional and support personnel in ongoing professional development in culturally competent and culturally responsive practices.
7. Support and provide ongoing equity training to staff for the goal of eliminating institutional racism.
8. Use data disaggregated by race, ethnicity, sex, language, socioeconomic status, and disability to inform district decisions in order to narrow the achievement and other student opportunity gaps.

Definitions of key terms are included in (JBB-AR).

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)
[ORS 192.630](#)
[ORS 326.051](#)
[ORS 329.025](#)
[ORS 329.035](#)
[ORS 336.067](#)
[ORS 336.082](#)

[ORS 336.086](#)
[ORS 342.123](#)
[ORS 659.850](#)
[ORS Chapter 659](#)
[ORS Chapter 659A](#)
[ORS 659A.003](#)
[ORS 659A.006](#)

[ORS 659A.030](#)
[OAR 581-021-0045](#)
[OAR 581-021-0046](#)
[OAR 581-022-1140](#)
[OAR 839-003-0000](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2006).
 Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2006).
 Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2006).
 Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2006); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2006).
 Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2006); 28 C.F.R. Part 35 (2006).
 Americans with Disabilities Act Amendments Act of 2008.