

Educational Equity

The MESD Board is committed to the success of every student in each of our schools, our component districts, and achieving our mission of: *We support all students to achieve excellence.*

The Board is focused on goals that prepare students to graduating ready for college, career and life.

The concept of education equity goes beyond the idea of equality where all students are treated the same. Educational equity fosters a barrier-free environment in which all students, regardless of race, class, creed, color, religion, ancestry, national origin, age, economic status, sex, sexual orientation, including but not limited to gender expression or identity, pregnancy status, marital status, physical appearance, or the presence of any sensory, mental or physical disability, have the opportunity to access education and benefit in the learning equally.

Educational equity requires differentiating resource allocations, within budgetary limitations, to meet the needs of students who need additional supports and services to succeed academically.

For that success to occur, MESD 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 fairness and 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 focused on the core of the teaching and learning process.

To achieve educational equity MESD will commit to:

1. Systematically using ESD-wide and individual school level data, disaggregated by race/ethnicity, national origin, language, special education, sex, socioeconomic status and mobility to inform ESD decision making.
2. Raising the achievement of all students while narrowing the gap between the lowest and the highest performing students.

3. Eliminating the predictability and disparity in all aspects of education and its administration, including but not limited to, the disproportionate representation of students by race, poverty, sex, sexual orientation¹ 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:

1. The ESD shall provide every student with equitable access to high quality curriculum, support, facilities and other educational resources, even when this means differentiating resource allocation.
2. The ESD shall 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 using an educational equity analysis tool.
3. The ESD shall actively work toward a balanced teacher and administrator workforce to reflect the diversity of the student body. The ESD 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. The ESD shall provide professional development to strengthen employees' knowledge and skills for eliminating opportunity gaps and other disparities in achievement.
5. The ESD shall create schools with a welcoming, inclusive culture and environment that reflects and supports diversity of the student population, their families and their community.
6. The ESD shall 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 ESD shall seek to involve students, staff, families and community members that reflect ESD demographics to inform decisions regarding the narrowing of the achievement and other opportunity gaps.
7. The ESD 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 each student.
8. The ESD shall 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.

¹“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.

The superintendent shall develop an action plan with clear accountability and metrics, and include equity practices in the ESD's strategic plan strategies to implement this policy. The superintendent will report on progress toward these goals three times per year, and provide the Board with updated action plans each year.

END OF POLICY

Legal Reference(s):

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

[ORS 334.125](#)

[ORS 342.437 to -342.449](#)