

## **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 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 among diverse groups of students. Equity strategies are intentional, systemic and focused on the core of the teaching and learning process.

To achieve educational equity the district will strive to:

1. Systematically use districtwide and individual school level data, to inform district decision making.
2. Raise the achievement of all students while narrowing the gap between the lowest and the highest performing students.
3. Eliminate 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 orientation<sup>1</sup> and national origin in discipline, special education and in various advanced learning.
4. Graduate all students prepared to enter either a college or career pathway.

In order to achieve educational equity for each and every student, the district will strive to:

1. Provide all students with equitable access to high quality curriculum, support, facilities and other educational resources, even when this means differentiating resource allocation.
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 using an equity lens.

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<sup>1</sup>“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.

3. Actively work toward a balanced teacher and administrator workforce to reflect the diversity of the student body. The district seeks to recruit, employ, support and retain a culturally responsive workforce that includes racial, gender and linguistic diversity.
4. Provide professional development to strengthen employees' knowledge and skills for eliminating opportunity gaps and other disparities in achievement.
5. Create schools with a welcoming, inclusive culture and environment that reflects and supports a diverse student population, their families and their community.
6. Seek to involve students, staff, families and community members that reflect district demographics to inform decisions regarding the narrowing of the achievement and opportunity gaps.
7. Provide multiple pathways to success in order to meet the needs of the diverse student body and actively encourage, support and expect high academic achievement for all students.
8. Provide materials and assessments that reflect the diversity of students and staff and enhance the understanding and appreciation of culture, class, language, ethnicity, poverty, ability and other differences that contribute to the uniqueness of all students and staff members.

Educational equity will be a focus of the district's improvement plan and part of the annual progress report to the Board.

END OF POLICY

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**Legal Reference(s):**

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

[ORS 332.107](#)

[ORS 342.437 to -342.449](#)