

Lebanon Community School District

Code: **JBB**
Adopted: 07/17/18

Educational Equity

The district is dedicated 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. Equity at Lebanon Community School District will not be confused with equality, where all students are treated the same. Equity will be an enduring commitment where race will no longer be a predictor of student achievement; where historically underserved groups¹ increase in capacity and power; and where barriers to student success have been mitigated or eliminated.

Educational equity is based on the principles of fairness and justice in allocating resources, opportunity, treatment and creating a successful path to graduation for each student.

Educational equity furthers the real possibility of equality of educational results for diverse groups of students and students of color. Equity strategies are intentional, individually based, systemic and focused on the core of the teaching and learning process.

To achieve educational equity, the district will commit to:

1. Systematically using districtwide and individual school level data, disaggregated by race/ethnicity, national origin, language, special education, sex, socioeconomic status, and mobility² 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 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 orientation³ 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 Refers to students who are underrepresented racial minorities, low-income, and/or have low academic achievement.

² These are data categories collected by the Oregon Department of Education.

³ "Sexual orientation" is defined by Oregon Revised Statute (ORS) 174.100(7) as 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.

1. The district 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 district 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 with educational equity as a priority.
3. The district shall actively work toward a balanced teacher, classified staff, and administrator workforce to reflect the diversity of the student body. The district seeks to recruit, employ, support and retain a workforce within each building that includes racial, sex and linguistic diversity, as well as culturally responsive administrative, instructional and support personnel.
4. The district shall provide professional development to strengthen employees' knowledge and skills for eliminating opportunity gaps, addressing racial inequities, and other disparities in achievement.
5. The district 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 district 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 district shall seek to involve students, staff, families and community members that reflect district demographics to inform decisions regarding the narrowing of the achievement and other opportunity gaps.
7. 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 each student.
8. The district shall provide materials and assessments that reflect the diversity of students and staff and are geared toward the understanding and appreciation of culture, race, 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 strategic plan to implement this policy. The superintendent will annually report to the Board the progress of the strategic plan.

END OF POLICY

Legal Reference(s):

ORS 174.100(7)

ORS 332.075

ORS 332.107

ORS 342.437 to 342.449