

## **Educational Equity**

The ESD is committed to the equity and the success of every student we serve. This commitment means we focus on serving and supporting students and districts in attaining student outcomes that are not predicted by student demographics such as perceived or actual race, color, religion, sex, sexual orientation<sup>1</sup>; national or ethnic origin, or disability. In addition, we also recognize family economic status, mobility, language, and the protected status of any other person with whom the individual associates.

Education equity is the equitable implementation of policy, practices, and procedures translate into resource allocation, education rigor, and opportunities for untapped youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems to remove systemic barriers.

Equity is not used interchangeably with equality. Equity goes beyond equality where resources are provided based on supports need. Thus, fostering an environment in which each and every student has an opportunity to thrive.

Education is one of the core determinant factors in a student's health, well-being, economic stability, civic involvement, and contribution to society. In order to support students and districts to break the predictive link between student demographics and student achievement, the ESD will apply the principle of equity using its equity lens.

To achieve educational equity for our students the ESD will commit to:

1. Creating and fostering an inclusive and welcoming environment for all students, families, and staff;
2. Promoting an antiracist environment that interrupts racist policy and practice;
3. Systematically using ESD-wide, individual district level data, and disaggregated student demographic data to inform ESD decision making;
4. Providing systemic and sustainable professional development in support of equity.
5. Supporting districts in 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, ethnicity, family economic status, mobility, language, country of origin, sex, gender identity, sexual orientation<sup>1</sup>, disability, or zip code in discipline, special education and in various advanced learning;

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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.

6. Supporting districts in 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 support districts in providing every student with equitable access to high quality curriculum, support, facilities and other educational resources.
2. The ESD shall support districts in ensuring services honor the student's culture and considers the student's race and language;
3. 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 with educational equity as a priority.
4. In alignment with the Educators Equity Act (ORS 342.433 to 342.449), the ESD shall actively work toward a balanced workforce to reflect the diversity of the students in districts served by the ESD. The ESD seeks to recruit, employ, support and retain a workforce that includes racial, gender and linguistic diversity, as well as culturally and linguistically responsive administrative, instructional and support personnel.
5. The ESD shall include partners who have demonstrated expertise in leading equity work, 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. To inform decisions regarding the narrowing of the achievement and other opportunity gaps, the ESD shall seek to involve students, staff, families and community members that reflect the diversity of the demographics the ESD serves;
6. The ESD shall utilize its equity lens to ensure the ESD Strategic Plan embrace principles of educational equity with measureable outcomes to attain the goal of supporting all students.

## Definitions

1. **Equity** is defined as just and fair inclusion. An equitable society is one in which all can participate and prosper to allow all to reach their full potential. This includes the elimination of policies, practices, attitudes and cultural messages that reinforce differential outcomes by student demographics such as race, ethnicity, family economic status, mobility, language, country of origin, gender, gender expression, sexual orientation, disability, or zip code.
2. An **equity lens** is an improvement tool used to improve planning, decision-making, and resource allocation leading to more equitable policies and programs. At its core, it is a set of principles, reflective questions, and processes that focus at the individual, institutional, and systemic levels.
3. An **antiracist environment** commits to confront racism and prejudice wherever found in our spheres of influence by speaking up. Silence supports and shows tolerance rather than interrupts racist policy and practice. Being antiracist is about what we do, not who we are.
4. **Disaggregated demographic data** is breaking down student data into smaller groupings, often based on characteristics such as sex, family income, or racial/ethnic group.

END OF POLICY

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**Legal Reference(s):**

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

[ORS 332.075](#)

[ORS 334.125](#)

[ORS 342.437 to -342.449](#)