



# Corvallis SCHOOL DISTRICT

Code: JBB  
Adopted: 9/12/16  
Revised/Readopted:

## **Racial Educational Equity**

Corvallis School District acknowledges the historical, generational, and compounding reality of the systems and structures that have intentionally created opportunities for some groups and perpetuated racial inequities for others. The This Racial Educational Equity Policy was written collectively with the voice and perspectives of our Black, Indigenous, and People of Color (BIPOC) community and students. We will use the word ‘we’ when referring to the district as we believe we are all responsible and accountable for the academic growth and well-being of every student in our district. We are committed to the success of every student in each of our schools. For that success to occur, the district is we are committed to racial educational equity by recognizing and dismantling institutional barriers and creating access and opportunities that benefit each student. We recognize that the historic, persistent racial achievement opportunity gap is unacceptable, and these disparities contradict the beliefs and values that the district articulates. “Achieving We will achieve equity” means students’ identities when student identity, including racial identities, will identity, does not predict or predetermine their success in school.

Educational Oregon’s history has impacted certain groups of people differently and the context of that treatment matters. In order to advance equity and racial justice, individuals and communities need a better understanding of the state’s historical treatment of certain groups, based on race, ethnicity, socioeconomic status, immigrant status, and gender. This policy is a vital step in raising awareness and understanding.

Racial educational equity is based on the principles of justice in allocating resources, opportunity, treatment, and creating success for each student.

Educational Racial educational equity promotes the real possibility of racial equality of educational results for each student and between diverse groups of students. Equity Racial equity strategies are intentional, systemic, and applied across all district operations with an emphasis on teaching and learning processes. We acknowledge that current and historical systems and structures have perpetuated racial inequities in health, safety, nutrition, housing and rather environmental, as well as

<sup>4</sup>These are data categories that the Oregon Department of Education collects. Districts may choose to add to this list from data the district collects.

<sup>1</sup>Some data is suppressed to protect confidential student information.

<sup>2</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.

academic outcomes. Rather than perpetuate racism, we must take responsibility to dismantle it. ~~Results will be achieved when student outcomes cannot be predicted by race.~~

To achieve racial educational equity, ~~the district commits~~ we are committed to:

1. ~~Systematically~~ Narrowing the opportunity gap between student groups while raising the achievement of all students.
- ~~1.2.~~ Consistently using districtwide and individual school level ~~data~~ data<sup>1</sup>, disaggregated by race, ethnicity, ~~national origin~~, language, special education, ~~sex~~ gender, socioeconomic status, and ~~mobility~~ mobility 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 disparity~~ Promoting opportunities in all aspects of education ~~and its administration~~, including ~~but not limited to~~ extracurricular activities, to ~~the disproportionate~~ ensure equitable representation of students by race, poverty, sex, sexual orientation<sup>2</sup>, and ~~national origin in discipline, advanced learning such as talented and gifted and advanced placement courses.~~ Eliminate disparate representation in special education, and in various advanced learning discipline referrals.
4. ~~Graduating~~ Preparing all students ~~ready to graduate and~~ succeed in a diverse local, national, and global community.
5. De-centering the dominant narratives that ~~problematize students of color, and recognizing the existing knowledge that students bring into the classroom.~~ stereotype people of color.
6. Honoring the culture, language, existing knowledge, and lived experiences that students bring to the classroom and using it to inform our teaching practice.

In order to achieve racial educational equity for each and every student, ~~the district shall make every effort to~~ we will:

1. ~~Provide~~ Ensure every student ~~with~~ has equitable access to high quality culturally responsive curriculum, support, facilities, that includes the multiple perspectives and contributions of other cultures and identities.
- ~~1.2.~~ Give every student equitable access to educational resources, ~~even when this means differentiating such as inclusive classroom libraries, academic support, and facilities. Ensure students are not limited by their level of English acquisition. Equitable resource allocation, as specialized programming will create opportunities for historically underserved~~ close the opportunity gap so that all students can thrive academically.
- ~~2.3.~~ Review and examine existing policies, programs, professional development, and procedures through an equity lens for the promotion of racial educational equity. Develop all applicable new

policies, programs, and procedures with racial educational equity as a priority.

- ~~3.4.~~ Remedy the practices—including assessment—that lead to over- and under-representation of students of color in specialized programs: including sports, clubs, performing arts and other school-sponsored activities.
- ~~4.5.~~ Actively work toward~~Recruit, retain and support a teacher and administrator~~racially conscious and culturally responsive workforce that ~~reflects the diversity of the student body. The district seeks to recruit, employ, support, and retain and empower a workforce that includes racial, sex~~includes racial, gender, and linguistic diversity, as well as culturally responsive and competent~~including administrative, instructional, and support personnel, coaches, counselors, and behavior staff.~~
- ~~5.6.~~ Ensure that every employee in the district is responsible and accountable for the learning and achievement of all students and for building a culture that reinforces this responsibility. The responsibility for dismantling racial disparities lies with adults, not students.
- ~~6.7.~~ Provide professional development to strengthen~~Strengthen~~ employees' knowledge and skills for eliminating opportunity gaps and other racial disparities ~~in achievement~~, as well as increase their capacity to understand the root causes of oppression.
- ~~7.8.~~ Create schools with a welcoming, inclusive culture and environment that reflects and supports diversity of the student and staff population, their families, and their community, and creates a deep sense of belonging. Create asset~~Asset~~ and strength based schools ~~where students and families linguistic, cultural capital~~celebrate student and funds of knowledge are included~~family cultures, languages, and celebrated~~lived experiences.
- ~~8.9.~~ Include partners who have demonstrated culturally specific expertise, including but not limited to, Embrace multiple perspectives in learning and growing toward more racially equitable educational outcomes. These diverse voices should include students and may also include families, government agencies, institutions of higher learning, early childhood education organizations, other districts, community-based organizations, local businesses, and the community in general in meeting our high goals for educational outcomes. The district shall seek to involve, welcome and empower students, staff, families, and community members of color (including those whose first language may not be English) who reflect district demographics to inform decisions regarding the narrowing of the achievement and other opportunity gaps..)
- ~~9.10.~~ Provide~~Create~~ multiple pathways to success, including college preparation and vocational training, in order to meet the needs of ~~the~~a racially diverse student body, and ~~shall~~ actively encourage, support, and expect high academic ~~achievement~~outcomes for each student.
- ~~10.11.~~ Provide~~Guarantee~~ culturally responsive materials ~~and~~, assessments and courses that reflect the diversity of ~~students and staff~~our nation and are geared toward the understanding and appreciation of race, ethnicity, gender identity, sexual orientation, culture, ~~elassocioeconomic status~~, language, ethnicity, poverty, ability, and other ~~differenees~~attributes that contribute to the uniqueness of each student and staff member individual.
- ~~11.~~ Allocate resources to support our work in this area, and engage the community in this work.

~~The superintendent shall include equity practices in the district's equity transformation plan to implement this policy. The superintendent will report to the Board the progress of the equity transformation plan.~~

Every Corvallis School District employee is responsible for the success and achievement of all students. The Board recognizes that these are long term goals that require significant work and resources, as well as courageous action and boldness, to implement across all schools. As such, the Board directs the Superintendent to develop an action plan with clear objectives and metrics, prioritizing staffing and budget allocations and making the action plan accessible to the community.

The Superintendent will report on the action plan and progress towards these goals at least annually.

END OF POLICY

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**Legal Reference(s):**

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

[ORS 332.107](#)  
[342.437 to -342.449](#)

[ORS](#)