As each student enters a Lake Oswego school, dreams are nurtured, histories and cultural heritage are celebrated; love of learning is fostered; educational, physical, emotional and social needs are supported with immediacy, accountability and compassion.

Lake Oswego School District is a community of learners committed to the success of each student. For that success to occur, the district is committed to equity by recognizing and removing institutional barriers and intentionally creating access and opportunities that benefit each student.

"Achieving equity" means students' success in school is not predicted or predetermined by their perceived or actual status – or the perceived or actual status of other persons with whom the student is associated – in relation to (but not limited to): race, color, religion, gender, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, and veterans' status.

Equity in education is about inclusiveness and social justice and not to be used interchangeably with principles of equality. The principle of educational equity goes beyond formal equality where all students are treated the same.

Instead, educational equity is achieved by acknowledging that systemic institutional policies and practices can act as barriers to success, examining and removing these barriers to create concrete conditions that will lead to access and opportunity for every student.

Educational equity creates the environment to achieve equality in educational results for each student and among historically marginalized groups of students. Equity strategies are intentional, systemic, funded, 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 to inform district decision making – in context of equity best practices of state and national school districts. Additionally, the district shall ensure an equity lens is used when evaluating and distributing materials, and determining scope and sequence of curriculum at all grade levels.

2. Raising the achievement, academic and social-emotional learning of all its 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, gender, gender identity, sexual orientation 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 district shall provide each student with equitable access to high quality academic and social-emotional learning curriculum, support, facilities and other educational resources, even when this means differentiating resource allocation.

2. 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.

3. 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 using equity as a priority.

4. The district shall actively recruit, employ, support, and retain a workforce of ethnic/racial, gender and linguistic diversity with the goal to have the teacher and administrative workforce reflect the diversity of the student body. In an effort to recruit and retain, the district will support culturally responsive and relevant administrative, instructional and support personnel.

5. The district shall provide professional development to strengthen employees’ knowledge, skills and disposition for eliminating opportunity and resource gaps and other disparities in academic and social-emotional learning achievement. The district shall also provide training and best practices to actively interrupt biased practices that perpetuate inequities in the educational environment.

6. The district shall create schools with a welcoming, inclusive culture and environment that reflects and supports the diversity of the student population, their families and their community.

7. 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.

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, class, language, ethnicity, poverty, ability, gender, gender identity, sexual orientation, and other differences that contribute to the uniqueness of each student and staff member.

The superintendent shall develop procedures and practices to implement this policy. The superintendent will report bi-annually to the Board the progress of the implementation of this policy.

The superintendent shall ensure that the District Strategic Plan embraces the principle of equity as a key feature and outlines measurable outcomes to attain the goal of preparing all students for college and career readiness.
END OF POLICY

Legal Reference(s):

ORS 174.100(7)
ORS 332.107
ORS 332.075
ORS 342.437 to 342.449