

School Boards

Is Your District Ready for an Equity Policy?



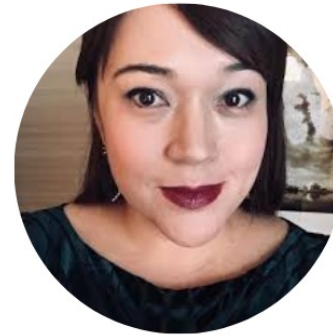
Presenters

MEET THE TEAM



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Equity vs Equality





What is Equity?

Equal = Same, Equity = Fair

Equal is not always equitable.



Equality



Equity



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Defining Terms

Equality

Each person receives the SAME amount of resources, attention and supports.

Equity

Each person receives the amount they NEED in the way of resources, attention and supports.

Educational Equity

Students have the resources they need to address opportunity gaps and promote equal outcomes for every student

Learning Continuum for Race and Equity-Focused Work*

*Annie E. Casey Foundation – RESPECT Initiative



The Role of Boards in Equity



THE ESSENTIAL WORK OF SCHOOL BOARDS

STUDENT ACHIEVEMENT

The primary purpose of school boards is to promote and ensure student achievement and positive student outcomes.

- National research shows that achievement gaps (a.k.a opportunity gaps) exist
- Gaps are not the result of innate inability or solely due to lack of effort
- Equity is the necessary path to achieve success for each student in our schools

INFLUENCES, CHARACTERISTICS, CIRCUMSTANCES & EXPERIENCES

Race & ethnicity
Gender, gender identity & sexual orientation
Ability- physical & cognitive
Immigration status
Physical & emotional well-being
Basic needs- food & shelter
Safety & security
Stability of home & family
Shared language & culture
Acceptance & understanding
Location & proximity
Resources & support
More...



ACCESS (MEASURES)

- Can they get to school?
- What is the quality of the buildings, teachers and materials?
- What resources and opportunities are offered?
- Are they able to effectively receive instruction?
- Does the environment make them feel included and safe?



OUTCOMES (IMPACT)

- Academics
- Attendance
- Behavior
- Awards & recognition

FOUNDATIONAL PREMISES OF EQUITY



1

FOCUS ON STUDENT ACHIEVEMENT

Student achievement and positive student outcomes must be the central focus of the work of school boards.



2

ADDRESS OPPORTUNITY GAPS

Opportunity gaps exist in every school and in every district.



3

RESPONSIBILITY OF SCHOOL BOARDS

School boards are responsible for setting expectations and making decisions that support educators in closing opportunity gaps.



4

BUILD RELATIONSHIPS

School boards must have trusting and collaborative relationships with the many communities they serve to be successful in these endeavors and model this for district staff.



5

COMMIT TO THE JOURNEY

Educational equity is an ongoing journey, not a fixed destination.

The Board's Governance Roles

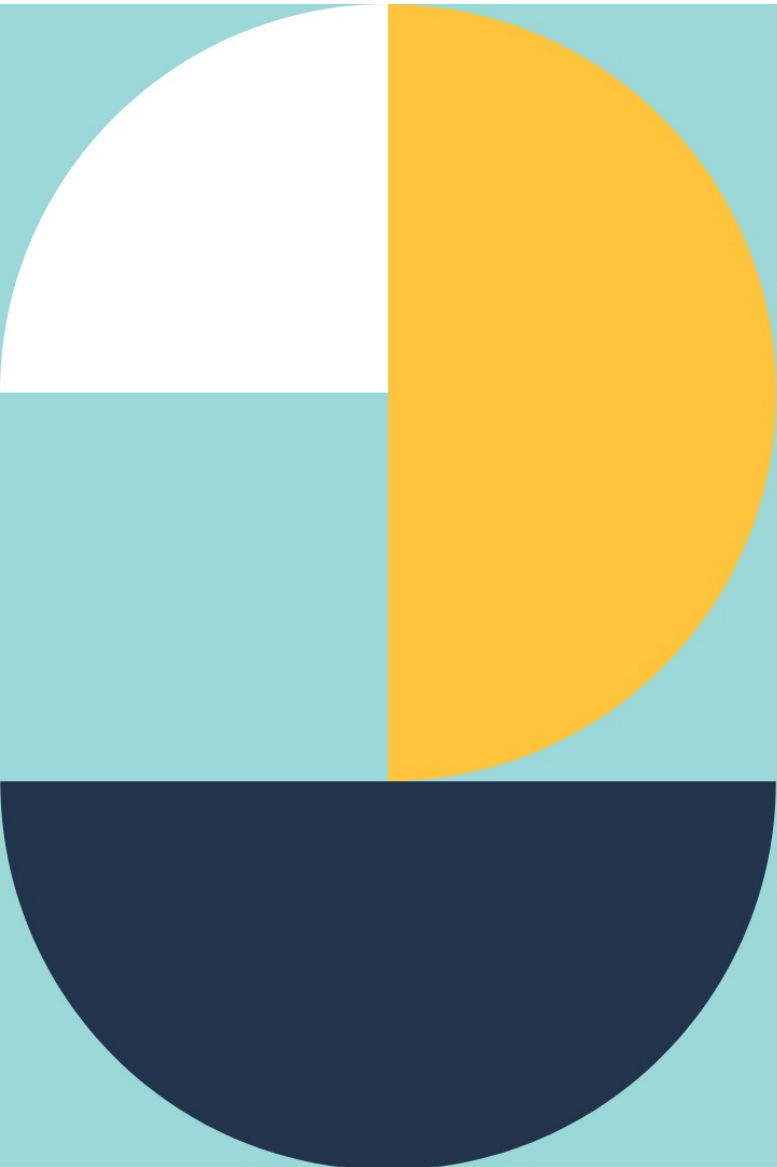
Technical

Policy Development
Resource Allocation
Vision/Strategic Planning

Leadership

Personal/ Board Courage
Personal/ Board Commitment
Advocacy
Communication



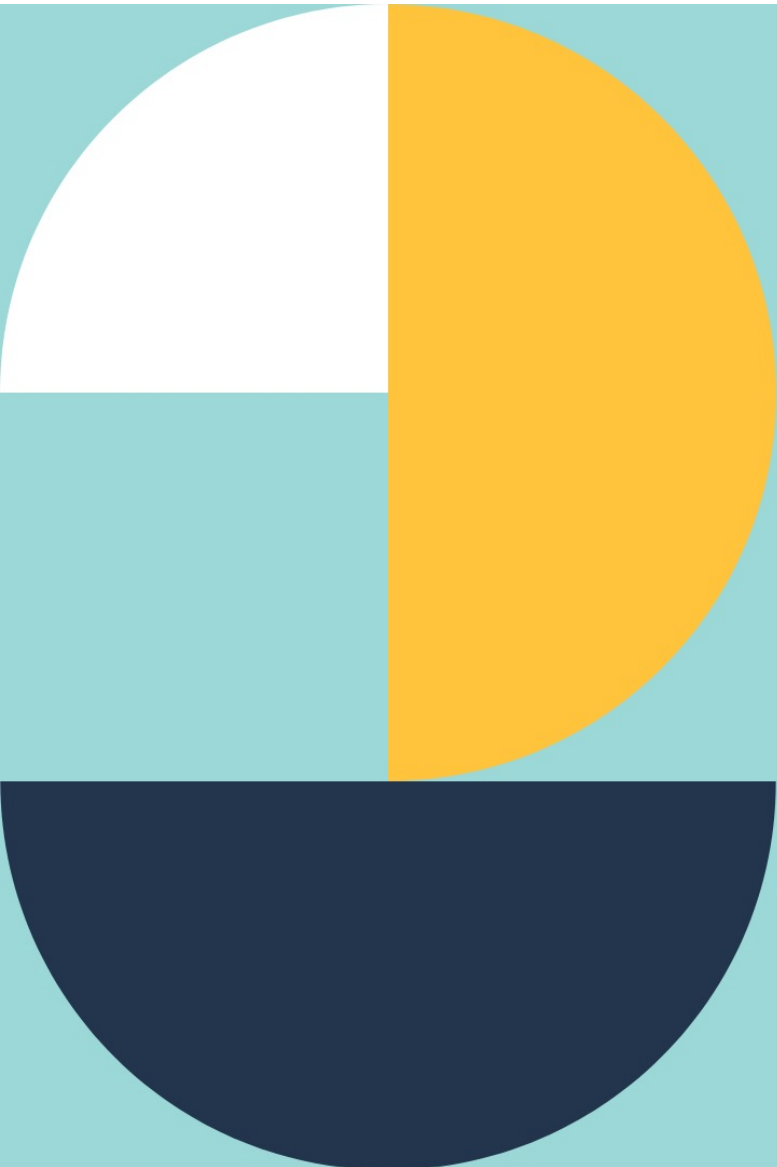


Policy Development

With an Equity Focus

Board policies do one of the following related to existing disparities in education systems:

1. Exacerbate inequities (make worse)
2. Perpetuate inequities (maintain)
3. Mitigate inequities (reduce)
4. Eliminate inequities (eliminate)



Leadership & Commitment

With an Equity Focus

- Does the Board have an Equity Policy?
- Does the Board regularly review data specific to nationally-recognized areas of disparity and have a plan to address gaps?
- Does a Value Gap exist between district data and how resources are allocated?
 - Access & Opportunity Gaps + Value Gap
= Achievement Gap
- Is each director engaged in personal and collective learning to better understand implicit bias and how it affects decision-making in systems?



Equity Lens

An Equity Lens is a set of questions districts will ask themselves to assess how a particular policy or practice might impact various groups.

FOR ANY POLICY, PROGRAM, PRACTICE, DECISION, OR ACTION, CONSIDER THE FOLLOWING QUESTIONS

-  1 Who are the under-represented groups affected by this policy, program, practice, decision, or action? What are the potential impacts on these groups?
-  2 Does this policy, program, practice, decision, or action worsen existing disparities or produce other unintended consequences?
-  3 How have you intentionally involved stakeholders who are also members of the communities affected by this policy, program, practice, decision, or action? Can you validate your assessments in #1 and #2, having considered this stakeholder reaction?
-  4 What are the barriers to more equitable outcomes (e.g. mandated, political, emotional, financial, programmatic, or managerial)?
-  5 How will you (a) mitigate the negative impacts and (b) address the barriers identified above?



Equity Policy

An equity policy lets your community know-the role equity will have in your district. It makes explicit that equity should be embedded in district operations.



Code: GCCB/GDCB/IKAAA
Adopted: 4/23/15

District Equity Policy

As each student enters a North Clackamas school, dreams are nurtured, history and cultural heritage are celebrated, love of learning is fostered, educational, physical, emotional and social needs are supported.

The North Clackamas School District is a community of learners committed to equity and the success of each student. This commitment means that student success will not be predicted nor predetermined by race, ethnicity, family economics, mobility, language, marital status, gender, sexual orientation, gender identity, disability, initial proficiencies or religion.

The principle of equity goes beyond formal equality where all persons are treated the same. Instead, equity fosters an inclusive and barrier-free environment in which everyone will fully benefit. The district will apply this principle of equity to all policies, programs, operations, practices and resource allocations. All students will have access and opportunity to a high-quality education.

The North Clackamas School District is committed to the following foundational beliefs:

1. Each student can learn with adequate support at the highest levels when all staff provide equitable access and opportunity for learning, and hold each student to high expectations;
2. Maximizing the academic achievement of every child requires allocating resources equitably, not necessarily equally;
3. Everyone in the district will act to eliminate disparities to prepare all students for college and career and;
4. An inclusive and welcoming environment plays a critical role in supporting a child's educational goals.

To realize our beliefs the North Clackamas School District will:

1. Systematically use districtwide and individual school level data, disaggregated by race, ethnicity, language, special education, gender, sexual orientation, socioeconomic background and mobility to inform district decision-making;
2. Provide students with equitable access to high quality curriculum, programs, teachers and administrators, extracurricular activities and support services, even when this means differentiating resource allocation;
3. Affirm the identity of each student, acknowledge and celebrate differences to create a sense of belonging for each student;

District Equity Policy - GCCB/GDCB/IKAAA

4. Incorporate the voice, culture and perspectives of students, staff, families and communities that reflect student demographics to support and enhance student success;
5. Identify and counteract biased practices that perpetuate achievement disparities and lead to disproportionate levels of student success;
6. Provide multiple and varied opportunities in order to meet the needs of the diverse student body;
7. Actively recruit, hire, and retain staff that reflect student demographics at all organizational levels and support employees to engage in culturally responsive practices and delivery of quality instruction and service; and
8. Ensure that the North Clackamas District Strategic Plan embraces the principle of equity as a key feature and presents measurable outcomes to prepare all students for college, career and life.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

Doing the Work



5 ESSENTIAL COMPONENTS OF EQUITY



Vision



Understanding



Engagement



Action



Accountability

ESSENTIAL COMPONENTS & THE FRAMEWORK

The Leading for Equity Framework is a tool districts can use to build up the Five Essential Components of Equity.



Leading for Equity Pathways



Define Equity
Within Your
Community



Dig Into Data



Practice
Cultural
Awareness,
Humility &
Agility



Embed Equity
System-Wide



Demonstrate
your
Commitment

Leading for Equity Framework: Overview

PATHWAYS

The framework consists of five pathways boards can explore on their equity journey.

THINK ABOUT

Questions in this section are intended to encourage boards to assess their current practices

I CAN/ BOARD CAN

Consider what board members can do as individuals and what boards can do together to progress equity

DIGGING DEEPER

For boards that have already begun their work, this section offers suggestions to go further.

What Factors Affect (In)Equity in School Districts?

DISCIPLINE

- Special education
- Students of color
- Gender

CURRICULUM

- Reflective of community?
- Eurocentric?
- Homework
- Resources

CELEBRATIONS RECOGNITIONS

- Culturally relevant celebrations, holidays
- Multiple measures of success recognized

COMMUNITY CONTRIBUTIONS

- Caregiver capacity
- Access to partners
- Community resources (people, time, \$)

PRO TIPS

- Be inclusive (representative)
- Be honest (true assessment)
- Be specific (measurable objectives)
- Use data (don't guess)
- Monitor & adjust (adapt to change)
- Be intentional (discussion & decisions)
- Communicate (regularly)
- Celebrate success (often)
- Repeat (It's a journey, not a destination)

LESSONS LEARNED



**WHAT'S YOUR
PLAN?**

