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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. 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, 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 opportunity gap is unacceptable, and these disparities contradict the beliefs and values that the district articulates. We will achieve equity when student identity, including racial identity, does not predict or predetermine success in school.

Oregon’s history has impacted specific groups of people of color 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 expression. 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 success for each student.

Racial educational equity promotes the real possibility of racial equality of educational results for each student and between diverse groups of students. 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 environmental, as well as academic outcomes. Rather than perpetuate racism, we must take responsibility to dismantle it.

To achieve racial educational equity, we are committed to:

1. Narrowing the opportunity gap between student groups while raising the achievement of all students.
2. Consistently using districtwide and individual school level data¹, disaggregated by race, ethnicity, special education, gender, and socioeconomic status to inform district decision making.
3. Promoting opportunities in all aspects of education, including extracurricular activities, to ensure equitable representation in advanced learning such as talented and gifted and advanced placement courses. Eliminate disparate representation in special education and discipline referrals.

4. Preparing all students to graduate and succeed in a diverse local, national, and global community.
5. De-centering the dominant narratives that 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, we will:

1. Ensure every student has equitable access to high quality culturally responsive curriculum that includes the multiple perspectives and contributions of other cultures and identities.
2. Give every student equitable access to educational resources such as inclusive classroom libraries, academic support, and facilities. Ensure students are not limited by their level of English acquisition. Equitable resource allocation will close the opportunity gap so that all students can thrive academically.
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.
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.
5. Recruit, retain and support a racially conscious and culturally responsive workforce that includes racial, gender, and linguistic diversity, including administrative, instructional and support personnel, coaches, counselors, and behavior staff.
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.
7. Strengthen employees' knowledge and skills for eliminating opportunity gaps and other racial disparities, as well as increase their capacity to understand the root causes of oppression.
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. Asset and strength based schools celebrate student and family cultures, languages, and lived experiences.
9. 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 community members of color (including those whose first language may not be English.)
10. Create multiple pathways to success, including college preparation and vocational training, in order to meet the needs of a racially diverse student body, and actively encourage, support, and expect high academic outcomes for each student.

11. Guarantee culturally responsive materials, assessments and courses that reflect the diversity of our nation and are geared toward the understanding and appreciation of race, ethnicity, gender identity, gender expression, sexual orientation, culture, socioeconomic status, language, ability, and other attributes that contribute to the uniqueness of each individual.

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

Legal Reference(s):

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

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

House Bill 3041 (2021).

Cross Reference(s):

AC - Nondiscrimination
ACB - Every Student Belongs
JB - Equal Educational Opportunity