

**WE EXPECT EXCELLENCE****WE INNOVATE****WE EMBRACE EQUITY****WE COLLABORATE**

SECOND READING OF SCHOOL BOARD POLICIES

POLICY ISSUE/SITUATION:

Attached is the second reading of School Board policies:

- **ADA** – Equity Policy
- **BCFAA** – Community Partnership Teams

BACKGROUND INFORMATION:

In January, 2004 the Oregon School Board Association performed an audit of the Beaverton School District Board policies. As a result of this audit, departments continue to work to reach compliance of the policies pertinent to their areas. Throughout the school year new policies and/or policy changes will be presented for your review.

RECOMMENDATION:

(14-407) It is recommended that the School Board adopt these policy changes.

District Goal: All students will show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post-secondary education and career success.

The Beaverton School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Beaverton School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any educational programs, activities or employment.

DISTRICT EQUITY POLICY

The Beaverton School District is a community of learners committed to equity and the success of every student. This commitment means that student success will not be predicted based on race, ethnicity, family economics, mobility, gender, sexual orientation, disability, or initial proficiencies. Equity in education is about ~~fairness~~ inclusiveness and social justice and not to be used interchangeably with the principles of equality. *The principle of educational equity goes beyond formal equality where all students are treated the same. Instead, educational equity fosters a barrier-free environment in which all students have the opportunity to benefit equally. Equity is achieved when there is sufficient evidence that each child has a high-quality educational experience, and outcomes and successes are not predicted by student subgroup membership.* ~~The District defines equity as the process necessary to achieve equality in student outcomes.~~

The benefits of ~~fair~~ inclusive and socially just education are immense. Education is a determining factor in our students' future health, means of economic support, successful parenting, civic involvement, and contributions to society. The creation of a more equitable and just society hinges on actualizing the principles of educational equity.

In order to *break the predictive link between student demographics and student achievement*, ~~be successful~~, the District must ~~eliminate the access and opportunity gaps that result in achievement disparities between the highest and lowest performing students and eradicate the unfair predictability of student achievement.~~ *apply the principle of equity to all policies, programs, operations, and practices and ensure all students have access and opportunity to high quality education.*

We believe:

- every student can learn at the highest levels when all staff provide equitable access and opportunity for learning, and hold every student to high expectations;
- ~~equity requires that each and every student receives the resources they need individually to thrive~~ *maximizing the academic achievement of every child requires allocating resources equitably, not equally;*
- every adult in the District should have the moral imperative, collective ownership, and will to act to eliminate disparities and prepare all students to be college and career ready and;
- ~~the District will be excellent only when all families are empowered as participants and as equal partners to influence, inform, and impact decisions throughout our school system.~~ *all families play a critical role in supporting their children's educational goals.*

To realize our beliefs the District will:

- use data, disaggregated by race, ethnicity, language, special education, gender, sexual orientation, socioeconomic background, and mobility (when available) to inform all district decision-making;
- ~~differentiate resource allocation to support educational equity;~~
- ~~use standards-based, culturally responsive pedagogies to accelerate the learning of historically underserved students, while ensuring the success of all;~~
- create and nurture an inclusive and welcoming environment for all students, families, and staff;
- ~~invest in recruitment, retention, and professional support to ensure staff at all organizational levels reflect student demographics and engage in culturally responsive practices and delivery of service;~~
- ~~work in partnership with parents, families, and community members that reflect the diversity of students to support career and college readiness for all;~~

- provide students with equitable access to a high quality curriculum, effective teachers and principals, support, facilities, and sufficient support services, even when this means differentiating resource allocation;
- recruit, hire and retain high quality personnel that reflect student demographics at all organizational levels ;
- support personnel at all organizational levels to engage in culturally responsive practices and delivery of service;
- identify and mitigate culturally biased instructional materials, assessments, and pedagogies that result in achievement disparities;
- incorporate the voice and perspectives of students, families and communities that reflect student demographics into decisions that benefit student success and;
- ensure that the District Strategic Plan embraces the principle of equity as a key feature and outlines measureable outcomes to attain the goal of preparing all students for college and career readiness.

END OF POLICY

Legal Reference(s):

**Beaverton School District
Equity Policy
May, 2014**

Policies determine the quality of life for our students. They serve as the agreements and codes that shape every aspect of the decisions made to support the success of our students. While policies alone do not produce student success, they do effect change in procedures and practices that can result in improved student outcomes and reaching the District Goal.

In preparation for the proposed equity policy, the members of the Oregon Leadership Network Beaverton team and the Board Policy Committee examined 23 equity policies from across the country, as well as seven from our neighboring districts.

The following examples illustrate the current status of the proposed district actions. They are meant to be viewed as highlights, not an exhaustive list. For the purpose of this summary, the color designations are defined as follows:

Green = On-track **Yellow** = In progress with challenges **Red** = Not on-track

	Use data, disaggregated data by race, ethnicity, language, special education, gender, sexual orientation, socioeconomic background, and mobility to inform all district decision-making	
	<u>Recent success:</u> Middle school leaders disaggregated the discipline data by race and identified a collective action to reduce racial disproportionality. After a year of collaborative work, they reduced the number of days missed by 75% for all, 42% for Black, and 78% for Latino students.	<u>Future efforts:</u> <ul style="list-style-type: none"> • Implementation of a data system that supports use and analysis of disaggregated data • Professional development on evidence-based decision making
	Create and nurture an inclusive and welcoming environment for all students, families, and staff	
	<u>Recent success:</u> The annual Equity Seminar Series offered to all front office staff with the goal of creating a welcoming environment	<u>Future efforts:</u> <ul style="list-style-type: none"> • Continued professional development for all educators • Assessment of inclusive and welcoming environment
	Provide students with equitable access to a high quality curriculum, effective teachers and principals, support, facilities, and sufficient support services, even when this means differentiating resource allocation	
	<u>Recent success:</u> Implementation of AVID (Advancement via Individual Determination) to support college readiness for historically underrepresented students	<u>Future efforts:</u> <ul style="list-style-type: none"> • Allocation of resources (financial and human) to support those who need more to achieve academic success without disadvantaging others • Ongoing, intentional awareness-building about equity-based resource allocation model

	Recruit, hire, and retain high quality personnel that reflect student demographics at all organizational levels	
	<u>Recent success:</u> Partnership with the Portland Teachers Program to develop culturally responsive teachers who reflect student demographics	<u>Future efforts:</u> <ul style="list-style-type: none"> Partnership with colleges and other stakeholders in developing a state-wide educator development system Development of a pipeline to grow our own educators that match student demographics
	Support personnel at all organizational levels to engage in culturally responsive practices and delivery of service	
	<u>Recent success:</u> Principal learning groups focused on enhancing culturally responsive supervision and evaluation skills	<u>Future efforts:</u> <ul style="list-style-type: none"> Continued professional development for all educators Assessment of culturally responsive practices and delivery of service
	Identify and mitigate culturally biased instructional materials, assessments, and pedagogies that result in achievement disparities	
	<u>Recent success:</u> Principal learning group focused on enhancing culturally responsive supervision and evaluation skills	<u>Future efforts:</u> <ul style="list-style-type: none"> Continued professional development for teachers and administrators on culturally responsive teaching
	Incorporate the voice and perspectives of students, families, and communities that reflect student demographics into decisions that benefit student success	
	<u>Recent success:</u> Principal's Advisory Council on Equity (PACE) at Beaverton HS to inform school-wide goals and initiatives to create a welcoming school	<u>Future efforts:</u> <ul style="list-style-type: none"> Continued professional development for educators about parents/family engagement Conduct focus groups to assess potential barriers for parents/family engagement
	Develop and implement a District Strategic Plan that embraces the principle of equity and outlines measurable outcomes to attain the goal of preparing all students for college and career readiness	
	<u>Recent success:</u> The superintendent and the board have defined what success looks like and have selected six measurements, which are to be disaggregated by student demographics	<u>Future efforts:</u> <ul style="list-style-type: none"> Creation of district culture and practice that supports this effort

Community Partnership Teams

The District shall support the establishment of Community Partnership Teams (CPT) at each school for the purpose of engaging the broader Beaverton community in school volunteer and engagement activities.

Roles and Responsibilities:

- 1) Promote and assist with developing collaborative, school-based community outreach, engagement and volunteer activities amongst parents, non-parents, business, faith communities and community organizations. The Community Partnership Team and the school principal ~~should~~ *shall* meet on a regular basis to assess school needs, and collaboratively and strategically set measurable goals, plan activities, track progress and evaluate outcomes.
- 2) Provide ~~regular~~ *quarterly* electronic progress reports to the School Board and Superintendent. These progress reports would be included in the Board Packets.

Team members ~~would~~ *will* also serve as a communication link between the public in their school attendance area and the School Board.

Each school ~~should~~ *shall* regularly publicize their *Community Partnership Team* goals, work and accomplishments in their school newsletters, at school gatherings, etc. The District will also use these stories to further community engagement and understanding of the work happening in our schools.

- 3) The Team ~~should~~ *shall* participate in three (3) District-level Community Partnership Team meetings to learn best practices, highlight and celebrate accomplishments and be briefed on District-level issues by the Superintendent and his staff.
- 4) The Community Partnership Team ~~may~~ *will* assist the principal and District with building use requests or issues as needed. For example, if a boundary adjustment were needed in a particular school attendance area, representatives of the Team could be asked to provide input to the District prior to final decisions. Other examples of District level engagement would be bond measures or local option levies. This team would be the catalyst to *engage with and* energize the local school community.

The Community Partnership Team ~~should~~ *shall* include:

- school principal
- school volunteer coordinator(s)
- parent group leader(s) or designee
- faith partner(s)
- business partner(s)

However, this is not an exclusive team, and principals with their Community Partnership Team could identify others to expand this group, if desired. Additional partners could include:

- current staff
- retired teachers, classified staff or administrators
- senior citizens, retirees, grandparents of students
- neighbors near the local school
- Neighborhood Associations (City of Beaverton=NACs)
- Community Participation Organizations (Washington County=CPOs)
- homeowners associations
- social service agencies
- non-profits

The Communications & Community Involvement Department will provide technical support and assistance to help schools develop their Community Partnership Teams.

The Superintendent or designee is instructed to develop administrative regulations to implement this policy and provide guidelines for the Community Partnership Teams.

END OF POLICY