

## Equity Policy

The Ashland School District (ASD) is a learning community committed to achieving equity and success for each student. In upholding the district's mission of *empowering students to be lifelong learners, responsible citizens, and stewards of the world*, the district expands its equity practices to be more inclusive of its diverse learning community.

The district will create and maintain a safe, welcoming, supportive, and inclusive environment for all of its students. Student success will not be predicted nor predetermined by race, ethnicity, socioeconomic status, enrollment mobility, language, family structure, sex, sexual orientation, gender identity, disability, citizenship, initial proficiencies, or religion.

The district will change its practices as needed in order to encourage the celebration of diversity; achieve and maintain equity in education; and maintain an environment that is supportive and inclusive of all students. Every student deserves to have a respectful learning environment in which diversity is valued and contributes to successful academic outcomes. Educational equity goes beyond equality--where all students are treated the same--to fostering a barrier-free environment in which all students have the opportunity to thrive.

### The Catalyst for Change

A primary issue in educational disparity is race equity. In school districts across the state, White students, as a group, have outperformed Black, Hispanic<sup>1</sup> and Native American students on state assessments in nearly every subject at every grade level. White students consistently graduate at higher percentages than students of color, while students of color are disciplined more frequently than White students. Similar issues persist among economically disadvantaged students, regardless of race, ethnicity and cultural background. The Ashland School District will work to eliminate such disparities for its students. These disparities are unacceptable and are directly at odds with our belief that all students have

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<sup>1</sup> The term "Hispanic" is used in the state assessment reports, so it is presented here, consistent with available data .

the potential to achieve.

Complex social and historical factors contribute to inequities within our society. The Ashland School District resolves to address educational disparity at every level of the organization through policy, procedure, and practice in order to eliminate persistent achievement gaps, inequitable treatment, and inequities within the district.

**The Ashland School District Believes:**

1. Every student can learn and has the potential to achieve with adequate support at the highest levels when all staff work together to provide equitable access and opportunity for learning;
2. The responsibility for eliminating educational disparities among students rests with adults, not children, and is shared broadly by all district staff, administrators, teachers, families, and communities;
3. An inclusive and welcoming environment plays a critical role in supporting a child's educational goals, which may differ from student to student;
4. Everyone in the district will hold each student to high expectations and prepare all students for college or career, and responsible citizenship; and
5. Maximizing the academic achievement and success of every child requires allocating resources equitably, not necessarily equally.

**The Ashland School District Will:**

1. Affirm the identity of each student and acknowledge and honor differences to create a sense of belonging for each student;
2. Provide students with equitable access to high-quality curriculum, programs, extracurricular activities, support services, teachers, administrators, and staff even when this means modifying current practices or differentiating resource allocation;
3. Systematically utilize district-wide and individual school level data, disaggregated as appropriate by race; ethnicity; language; special education; sex; sexual orientation and gender identity when available; socioeconomic status; enrollment mobility; and disability status to better inform district decision-making and to make those decisions in a manner that is free of bias;
4. Incorporate the voice, culture, and perspectives of students, staff, families, and

communities that reflect student demographics in order 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. Actively recruit, hire, and retain staff who reflect student demographics;
7. Support employees to engage in culturally-responsive practices, including the delivery of quality instruction and services;
8. Be responsible and accountable for the success and achievement of all students;
9. Ensure that the Ashland School District Strategic Plan supports the principle of equity through its core values, goals, and strategies; and
10. Regularly report progress and outcomes of the district's equity plan(s) to the Board of Education and the community.

**Legal Reference(s):**

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

[ORS 332.075](#)

[ORS 332.107](#)

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