



BOARD POLICY

2.10.010-P

Portland Public Schools Racial Educational Equity Policy

The Board of Education for Portland Public Schools is committed to the success of every student in each of our schools. The mission of Portland Public Schools is that by the end of elementary, middle, and high school, every student by name will meet or exceed academic standards and will be fully prepared to make productive life decisions. We believe that every student has the potential to achieve, and it is the responsibility of our school district to give each student the opportunity and support to meet his or her highest potential.

In light of this mission and our beliefs, Portland Public Schools' historic, persistent achievement gap between White students and students of color is unacceptable. While efforts have been made to address the inequities between White students and students of color, these efforts have been largely unsuccessful. Recognizing that there are other student groups that have not reached their achievement potential, this policy focuses on the most historically persistent achievement gap, which is that between White students and students of color. Closing this achievement gap while raising achievement for all students is the top priority of the Board of Education, the Superintendent and all district staff. Race must cease to be a predictor of student achievement and success.¹

In Portland Public Schools, for every year that we have data, White students have clearly outperformed Black, Hispanic and Native American students on state assessments in every subject at every grade level. White students consistently graduate at higher percentages than students of color, while students of color are disciplined far more frequently than White students. These disparities are unacceptable and are directly at odds with our belief that all students can achieve.

The responsibility for the disparities among our young people rests with adults, not the children. We are aware that student achievement data from school districts across the country reveal similar patterns, and that complex societal and historical factors contribute to the inequities our students face. Nonetheless, rather than perpetuating disparities, Portland Public Schools must address and overcome this inequity and institutional racism, providing all students with the support and opportunity to succeed.

¹ For the purposes of this policy, "race" is defined as "A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly color), ancestral heritage, cultural affiliation, cultural history, ethnic classification, and the social, economic, and political needs of a society at a given period of time. Racial categories subsume ethnic groups." Maurianne Adams, Lee Anne Bell, and Pat Griffin, editors. *Teaching for Diversity and Social Justice: A Sourcebook*. (2007).



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Portland Public Schools will significantly change its practices in order to achieve and maintain racial equity in education. Educational equity means raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students and (2) eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.² The concept of educational equity goes beyond formal equality -- where all students are treated the same -- to fostering a barrier-free environment where all students, regardless of their race, have the opportunity to benefit equally. Educational equity benefits all students, and our entire community. Students of all races shall graduate from PPS ready to succeed in a racially and culturally diverse local, national and global community. To achieve educational equity, PPS will provide additional and differentiated resources to support the success of all students, including students of color.

In order to achieve racial equity for our students, the Board establishes the following goals:

- A. The District shall provide every student with equitable access to high quality and culturally relevant instruction, curriculum, support, facilities and other educational resources, even when this means differentiating resources to accomplish this goal.
- B. The District shall create multiple pathways to success in order to meet the needs of our diverse students, and shall actively encourage, support and expect high academic achievement for students from all racial groups.
- C. The District shall recruit, employ, support and retain racially and linguistically diverse and culturally competent administrative, instructional and support personnel, and shall provide professional development to strengthen employees' knowledge and skills for eliminating racial and ethnic disparities in achievement. Additionally, in alignment with the Oregon Minority Teacher Act, the District shall actively strive to have our teacher and administrator workforce reflect the diversity of our student body.
- D. The District shall remedy the practices, including assessment, that lead to the over-representation of students of color in areas such as special education and discipline, and the under-representation in programs such as talented and gifted and Advanced Placement.
- E. All staff and students shall be given the opportunity to understand racial identity, and the impact of their own racial identity on themselves and others.

² Glenn Singleton and Curtis Linton *Courageous Conversations About Race*, p. 46 (2006)



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- F. The District shall welcome and empower students and families, including underrepresented families of color (including those whose first language may not be English) as essential partners in their student's education, school planning and District decision-making. The District shall create welcoming environments that reflect and support the racial and ethnic diversity of the student population and community. In addition, the District will include other partners who have demonstrated culturally-specific expertise -- including government agencies, non-profit organizations, businesses, and the community in general -- in meeting our educational outcomes.

The Board will hold the Superintendent and central and school leadership staff accountable for making measurable progress in meeting the goals. Every Portland Public Schools 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 to implement across all schools. As such, the Board directs the Superintendent to develop action plans with clear accountability and metrics, and including prioritizing staffing and budget allocations, which will result in measurable results on a yearly basis towards achieving the above goals. Such action plans shall identify specific staff leads on all key work, and include clear procedures for district schools and staff. The Superintendent will present the Board with a plan to implement goals A through F within three months of adoption of this policy. Thereafter, the Superintendent will report on progress towards these goals at least twice a year, and will provide the Board with updated action plans each year.

References: "The State of Black Oregon" (The Urban League of Portland 2009); "Communities of Color in Multnomah County: An Unsettling Report" (Coalition of Communities of Color/Portland State University 2010); "The Economic Cost of the Achievement Gap" (Chalkboard Project 2010); "The Hispanic/White Achievement Gap in Oregon" (Chalkboard Project 2009); "A Deeper Look at the Black-White Achievement Gap in Multnomah County" (Chalkboard Project 2009); ORS 342.433.

History: Adopted by Resolution No. 4459, 6-13-11

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The Seattle School Board is committed to the success of every student in each of our schools and to achieving our mission of ensuring that all students graduate ready for college, career and life. We believe that the responsibility for student success is broadly shared by District Staff, administrators, instructors, communities and families. We are focused on closing the opportunity gap and creating learning communities that provide support and academic enrichment programs for all students. Additionally, we believe that it is the right of every student to have an equitable educational experience within the Seattle Public School District.


The concept of educational equity goes beyond formal equality—where all students are treated the same—to fostering a barrier-free environment where all students, regardless of their race, class or other personal characteristics such as creed, color, religion, ancestry, national origin, age, economic status, gender, sexual orientation including gender expression or identity, pregnancy status, marital status, physical appearance, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal by a person with a disability, have the opportunity to benefit equally.

This means differentiating resource allocation, within budgetary limitations, to meet the needs of students who need more supports and opportunities to succeed academically. A student whose history and heritage are appreciated and celebrated will learn better and be more successful than if that student is forced to overcome a cultural barrier.


With these commitments in mind, Seattle Public Schools will:

- Raise the achievement of all students while narrowing the gaps between the lowest and highest performing students;
- Eliminate the racial predictability and disproportionality in all aspects of education and its administration (e.g., the disproportionate over-application of discipline to students of color, their over-representation in Special Education, and their under-representation in various Advanced Learning programs);
- Ensure all students regardless of race or class graduate from Seattle Public Schools ready to succeed in a racially and culturally diverse local, national, and global community.

In order to achieve educational equity for our students, the district shall:

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- A. Equitable Access**—The district shall provide every student with equitable access to a high quality curriculum, support, facilities and other educational resources, even when this means differentiating resource allocation;
- B. Racial Equity Analysis**—The district shall review existing policies, programs, professional development and procedures to ensure the promotion of racial equity, and all applicable new policies, programs and procedures will be developed using a racial equity analysis tool;
- C. Workforce Equity**—The district shall actively work to have the teacher and administrator workforce be balanced and reflect the diversity of the student body. The district shall recruit, employ, support and retain a workforce that includes racial, gender, and linguistic diversity, as well as culturally competent administrative, instructional and support personnel;
- D. Professional Development**—The district shall provide professional development to strengthen employees' knowledge and skills for eliminating opportunity gaps and other disparities in achievement;
- E. Welcoming School Environments**—The district shall ensure that each school creates a welcoming culture and inclusive environment that reflects and supports the diversity of the School District's student population, their families, and communities;
- F. Partnerships**—The district will include other partners who have demonstrated culturally specific expertise – including families, government agencies, institutes of higher learning, early childhood education organizations, community-based organizations, businesses, and the community in general – in meeting our high goals for educational outcomes;
- G. Multiple Pathways to Success**—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 all students;

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H. Recognizing Diversity—Consistent with state regulations and District policy and within budgetary considerations, the district shall provide materials and assessments that reflect the diversity of students and staff, and which are geared towards the understanding and appreciation of culture, class, language, ethnicity and other differences that contribute to the uniqueness of each student and staff member.

The Superintendent is authorized to develop procedures to implement this policy, including an action plan with clear accountability and metrics. At least annually the Superintendent shall report to the School Board on the progress towards achieving the goals outlined in this policy. The report shall be based on the annual goals of the district's Equity and Race Advisory Committee which are set in partnership with the Superintendent and the School Board.

Adopted: August 2012

Revised:

Cross Reference: Policy No. 3207

Related Superintendent Procedure:

Previous Policies:

Legal References:

Management Resources:



1304

Equity and Diversity

Policy 1304

Original Adoption: 11/25/2003 (as Policy 2215)

Effective Date: 10/09/2013

Revision Dates: 09/14/2010, 10/08/2013

Review Dates:

I. PURPOSE

Every student deserves a respectful learning environment in which their racial and ethnic diversity is valued and contributes to successful academic outcomes. Minneapolis Public Schools is committed to identifying and correcting practices and policies that perpetuate the achievement gap and institutional racism in all forms in order to provide all of its students with the opportunity to succeed. Learning and work environments are enriched and improved by the contributions, perspectives and very presence of diverse participants. Minneapolis Public Schools is committed to the success of every student in each of our schools and to our mission and vision statements.

The Board of Directors believes that the responsibility for student success is broadly shared by District staff, families, our community and our student's own efforts. Achievement gaps between white students and students of color are unacceptable if we are to meet our mission and vision statements and our moral obligations to our students, their families and our community as a whole. These gaps are contrary to our belief that all children can learn and succeed. Adult behaviors must not contribute to achievement gaps or create barriers to success. Adult behaviors must be concentrated on elimination of gaps, particularly those that are predicated on a student's race, ethnicity, home language, personal characteristics or culture and on assurance of educational equity between students. The Board of Directors, Superintendent and staff commit to conducting an Equity and Diversity Impact Assessment on all future policies that have a significant impact on student learning and resource allocation. This commitment also includes conducting assessments on policies that are periodically reviewed and updated through the policy development process that have a significant impact on student learning and resources allocation.

The diversity of our student body, our community and our staff is a strength of this district that should be fostered. Educational equity benefits all students and our entire community.

The purpose of this policy is to establish a framework for the elimination of bias, particularly racism and cultural bias, as factors affecting student achievement and learning experiences, and to promote learning and work environments that welcome, respect and value diversity. Further the purpose is to establish particular actions that the District shall take to address disparities in educational opportunity and achievement.

II. DEFINITIONS

For the purposes of this policy the following terms shall have these meanings:



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- A. "diversity" includes characters of persons including, but not limited to:
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| 1. race | 8. marital status |
| 2. culture | 9. family structure |
| 3. color | 10. citizenship status |
| 4. creed or religion | 11. sexual orientation or affectional preference |
| 5. national origin | 12. gender identity or expression |
| 6. gender | 13. economic status |
| 7. mental and physical ability | 14. veteran's status |
| 8. age | 15. any other protected class in conformance with federal, state and local laws. |
- B. "District staff" includes all employees, consultants and contractors of Minneapolis Public Schools.
- C. "Educational equity" means raising the achievement of all students while
1. narrowing the gaps between the lowest and highest performing students, and
 2. eliminating the racial or cultural predictability and disproportionality of which students groups occupy the highest and lowest achievement categories including rates of graduation.ⁱ
- D. "Institutional racism" means the collective failure of a public or private organization to provide an appropriate and professional service to people because of their race, color, culture or ethnic origin which can be seen or detected in practices, processes, systems, attitudes and behavior. It looks beyond individual acts of prejudice to the systemic biases that may be built into institutions. These systemic biases discriminate against and disadvantage people of color through unwitting prejudice, ignorance, thoughtlessness or racial stereotyping.

III. GENERAL STATEMENT OF POLICY

- A. The District welcomes, respects and values the diversity of its students, parents, staff and the broader community.
- B. The following are established as District values:
1. All students deserve optimal treatment, opportunities and education.
 2. All students and their families have dignity and worth.
 3. All students are equally, while differently, gifted.
 4. Academic and participation outcomes, not intentions, shall be the measure of whether we are successful.
 5. Inclusion of all students and families supports District goals to increase student engagement and academic performance.
 6. Embracing our diversity through inclusion creates an environment that leverages that diversity and creates schools where students, families, community members



and employees feel welcomed, valued, supported, and where students and staff can perform to their personal bests.

- C. The District is committed to advancing optimum participation in, contribution to, benefit from and enjoyment of learning and work experiences by diverse students, parents, staff and community.
- D. The District is committed to promoting and providing equitable distribution of resources, opportunities, facilities and supports, even when this means differentiating resource allocations on the basis of student needs. Resource allocation shall support the definition of educational equity adopted in this policy while complying with state and federal funding mandates.
- E. The District shall employ staffing processes that support and engender racial, gender, and language diversity in its staff through recruitment, employment, training and retention of employees. It is important that children of all races, cultures, and backgrounds are provided with familiar role models in schools. The recruitment of diverse teachers and staff provides all students with a better chance of seeing themselves as part of the education system. Diversity in education provides all children with the opportunity to learn from others with dissimilar backgrounds and recognizes the value of diversity in all learning environments. The District is committed to increasing the recruitment and retention of highly qualified diverse staff. The District is committed to fostering a learning environment where diversity is encouraged and to recruiting and retaining a workforce that reflects the diversity of our students and community. We are committed to hiring the best employees of all racial and ethnic backgrounds who will bring their unique talents and skills into our school system.
- F. The District shall offer opportunities for all staff to improve its cultural competencies in serving our diverse student body and community. The District staff shall work together to increase their individual and collective capacity to effectively teach a racially and ethnically diverse student population and serve racially and ethnically diverse families and communities. The District shall offer opportunities for all staff to improve culturally responsive instructional practices, curriculum, and assessments competencies in serving our diverse student body and community to increase individual and collective capacity to effectively teach our diverse student population and serve diverse families. Practices, procedures and programs that result in over or under representation of any group of students compared to peers shall be subject to close review to assure that such results are due to meeting student legitimate educational, social or emotional needs. Practices that do not meet this close review shall be eliminated. Teachers, administrators and district staff shall collaborate to establish and implement culturally responsive instructional practices, curriculum and assessments.



- G. The District shall promote the diversification of its vendor and supplier corps in accordance with law and district policy.
- H. The District shall provide professional development to teaching staff specifically designed to strengthen employee's knowledge and skills for eliminating opportunity and achievement gaps between groups of students.
- I. The District shall seek partnerships with outside agencies, organizations and persons who have demonstrated culturally specific expertise to assist the District in meeting its equitable education and business goals, including, but not limited to:
 - 1. government agencies,
 - 2. non-profit organizations,
 - 3. businesses;
 - 4. other community groups that support educational equity and cultural competencies.

IV. RESPONSIBILITY

- A. The Board of Directors shall consider the values stated in this policy in conducting its business and in exercising its responsibilities to the people of the City of Minneapolis.
- B. The Superintendent shall establish in accordance with this policy such plans and procedures as may be necessary and appropriate to accomplish its purpose and intent. Plans and procedures established shall include clear accountability for actions and oversight, and shall include metrics for evaluation.
- C. The Superintendent may promulgate regulations for the implementation of this policy.
- D. The Board of Directors and Superintendent may establish specific goals to implement this policy as permitted by law.
- E. The Superintendent shall annually report to the Board of Directors and the community regarding District Performance Goals on Academic Achievement contained in the Strategic Plan and progress toward meeting these goals and closing the achievement gap. The report will also highlight discrepancies between the targets set and actual performance when applicable. This annual public report shall include an Equity and Diversity Impact Assessment that demonstrates policies with the least disparate impact have been adopted by the district.
- F. District staff shall within the parameters of their various duties and responsibilities comply with and execute such plans as are designed to address the values and

directions included in this policy. District staff is further responsible to make such suggestions to the appropriate authority to improve the ability of the district to reduce the achievement and opportunity gaps that exist.

- G. Families are partners with the District in its effort to address achievement and opportunity gaps.
- H. Students are partners in their academic achievement. School attendance and engagement are essential to reduce achievement and opportunity gaps that exist.
- I. MPS Board of Directors, Superintendent and employees will work with students and families to identify barriers to achievement and opportunities for academic success

Cross References:

MPS Policy 1300 (Participation by the Public)
MPS Policy 1301 (Community Partners)
MPS Policy 1310 (Parent-Teacher Association, Parent-Teacher-Student Association and other School-Community Organizations)
MPS Policy 1320 (Board of Directors Advisory Committees)
MPS Policy 1450 (Volunteers)
MPS Policy 1600 (Community Use of School Facilities)
MPS Policy 1692 (Shared Leadership for Continuous Improvement)
MPS Policy 2250 (Administrative Advisories)
MPS Policy 3310 (Business Partner Diversity)
MPS Policy 4000 (Equal Employment Opportunity)
MPS Policy 4001 (Disability Non-Discrimination)
MPS Policy 4002 (Harassment and Violence Prohibition)
MPS Policy 4100 (Staff Development)
MPS Policy 5000 (Equal Education Opportunity)
MPS Policy 5050 (Title IX Compliance)
MPS Policy 5261 (Desegregation)
MPS Policy 5291 (Education of Homeless Children)
MPS Policy 5491 (Equal Access to Facilities)
MPS Policy 5700 (Special Education)
MPS Policy 5750 (Disability Nondiscrimination – Section 504)
MPS Policy 5800 (Family Engagement)
MPS Policy 6136 (Released Time for Religious Instruction)
MPS Policy 6137 (Ceremonies and Observances)
MPS Policy 6138 (Religious Observances)
MPS Policy 6280 (Bilingual Student Education)
MPS Policy 6411 (Learning Materials)
MPS Policy 6800 (Naming of School Symbols, Teams and Mascots)



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PUBLIC SCHOOLS
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Publications

MPS Strategic Plan 2007-2014

MPS District Performance Goals 2012

ⁱ definition adapted from *Courageous Conversations About Race* (2006), Singleton, Glenn and Linton, Curtis

MPS acknowledges the contribution of the Portland Public Schools Policy 2.10.010-P *Racial Educational Equity* (6/13/2011) and the Seattle Public Schools Policy 0030, *Ensuring Educational and Racial Equity* (8/15/2012) to the development of this policy.