

OPRF Strategic Planning Steering Committee
Key Characteristics of Equity
Drafted 12/17/12

- We will have a continuum of educational opportunities that meets the needs of each student – all inclusive. Giving students what they need based on their learning and well-being requirements.
- We will eliminate policies that provide advantages to one group of students over another group of students.
- We will create a positive environment rather than a negative environment where it is assumed a student can't change or improve their experience at the school. We will assume a student can improve their experience at school and find out how to make that happen.
- Repeated opportunities for staff and students to learn about diversity and practice what they learn. Bring in outside resources, staff can model behavior, address diversity openly. Have the difficult conversations, break down the walls and barriers.
- We will create an environment where there is a place in the building where every studentt feels they belong. It can be in the classroom, playing field, club member.
- Ensuring that students with disabilities receive access to educational opportunities with their non-disabled peers by eliminating barriers to the same experiences. (instructional, financial, extracurricular, social.)
- Racial equity in all levels of courses
- Equity in parent involvement
- Incorporate the same rigor and expectation for success across all course levels to challenge students at the level they are capable.
- When a variety of assessments are employed (standardized tests, portfolios, etc.), student success cannot be predicted by race.
- Allocation of more resources to college prep and transitional classes
- Distribution of discipline consequences are in alignment with our student population
- More diversity in all levels and types of courses
- Maximizing parent involvement through a variety of organized groups and through formal and informal means to match the student demographics of the school
- All students feel that have a positive place in OPRF and believe that the school supports, facilitates, and promotes the achievement of their goals.
- The school offers extra-curricular activities that attract all students of various cultures, walks-of-life, etc.
- All students feel equipped to pursue their post-secondary education upon their graduation
- The OPRF scholarship winners would match the demographics of the school
- Students entering with the same achievement scores have the relatively the same level of achievement upon graduation.

- School plays a meaningful role along the continuum of a student’s cradle to career development. As such, the school needs to effectively leverage its own resources as well as those in the community to enhance outcomes in an equitable fashion. “Whole child” over 18 years.
- Faculty and staff “own” the outcome of every child in the school. All decisions must be child-centered. “Whole child” both inside and outside school during the four years he/she is here. Every student should believe that the school values each of them and in turn they value the school. Students would be engaged and excited about their learning and their activities and their future. Each student should feel comfortable that there was at least one adult at the school he/she could go to for help and support.
- Constant vigilance around institutional and cultural disparities that lead to segregation with pejorative outcomes
- The culture of the school needs to change to embrace the individuality of each student. We need to be very careful about language, structure, and that which we publicize and celebrate. Is it inclusive? Our language especially can be very destructive and needs to be selected with care so as not to continue negativity, perceptions of differences and “expected” outcomes. Across the board – we need to be the best. Curriculum, academic outcomes, extracurriculars... they need not each be perfectly reflective of the demographics of the student body, as long as everyone has the opportunity to find an excellent set of opportunities
- Look at requirements for developing classrooms. The sorting mechanism for classes are based on the skills that we want students to have for life (social, problem-solvers, etc.). We want to look at diverse skills not necessarily the narrow scope of good test takers.
- Diverse (etc. racial, skill set, etc.) make-up in classrooms across all levels.
- Experiential learning that includes the relationship and networking.
- Dual Diversity Program
 - Half day dedicated to universal skills classes
 - Other Half day would be similar to what we have.
 - Another idea is to have skills set acquisition for the different grade levels such as
 - Freshmen critical thinking and problem solving
 - Sophomores build on critical thinking and problem solving and focus on social interactions/relationship intelligence.
- Professional Development of our faculty and staff with equity and diverse learning
- Access to all students for technology and/or assistive technology
 - Peer training
- The deliberate effort of all staff members to continue to examine and eliminate institutional beliefs, policies, practices, and teaching that perpetuate racial disparities in achievement.
- Giving students what they need, not necessarily equally, to meet their learning and well-being requirements.
- Creating spaces for voices to be heard and acted upon
- Sensitivities to each situation
- Training staff to understand, and self-evaluate

- Holding all parties accountable to be responsible
- Students earning Honors credit would be reflective of the racial distribution of the school itself.
- And the grade distribution would not be bi modal but would be equitable.
- Systems would encourage African American and Latino students to enroll early on and persist in Honors curriculum.
- Enrollment in co-curricular activities would be reflective of the overall diversity of the school.
- Teachers are aware of, have developed skills in, and practice equitable classroom techniques
- All students are challenged to achieve their full potential
- Teachers are able to teach toward the individual goals of students
- Eliminating racial predictability by course level
- Barriers for participation by parents of color is eliminated
- There is acknowledgement that all parents have the best interest for their child
- There equal expectations of all families
- Awareness of lack in education
- Glass ceilings are not imposed (on students of color, girls in mathematics and sciences, etc.)
- The willingness to understand and confront the issue of institutionalized racism
- Equal intolerance of disciplinary infractions across race—i.e., eliminating racial predictability in discipline rates
- Consistency of disciplinary practices
- Inclusion of different family backgrounds, learning structures, and financial/economic standings
- Demographics in honors and college prep classes would reflect the demographics of the school.
- Every student that takes a college prep class should be able to obtain a college degree.
- Every teacher has gone through Courageous Conversations About Race and can create culturally relevant curriculum that addresses the multiple racial identities in the class room.
- Social spaces like the lunch room, the student center, etc., are no longer segregated by race
- Every teacher teaches classes at all three levels—transition, college prep, and honors.
- Students are placed in courses strictly on skill, no parental override.
- Hire and retain more teachers of color.
- If we really focused on race then we could discuss it in a positive light instead of always coming from a deficit position.
- If race was a high priority then all classes (especially honors and AP) would reflect the population of the school.
- The staff of the school, especially teaching and administration would reflect the population of the school.
- Everyone would be formally trained in racial equity skills (CCaR).
- A commitment towards equity without a worry of being "equal."
- Resources directed towards those who need it the most.
- Trained staff in equity work.

