

# Diversity, Equity & Inclusion at Noble

We believe staff at all levels of the organization should reflect our students and communities. We build diverse teams because they perform better—getting the best results for our students—and create spaces for people of all intersectional identities to feel included, valued, and affirmed. We share our ideas and input, and we seek diverse voices and bring in traditionally excluded individuals and perspectives to arrive at the best decisions. We actively seek understanding to avoid assumptions and bias. We examine ourselves to ensure our practices and beliefs lead to equitable outcomes for all.

## DEFINITIONS

We define **DIVERSITY**, **EQUITY**, and **INCLUSION** to ensure common understanding and correct usage across our community of students, staff, and families...

### DIVERSITY



**At Noble, DIVERSITY** encompasses acceptance and respect for the staff, students, families, and alumni within our community. It means understanding that each individual is unique and recognizes our individual intersectional identities. A broad definition includes not only race, ethnicity, and gender, but all of the ways that we are different, including ability, age, citizenship status, education, gender identity, language, marital status, neighborhood, physical appearance, religion, sexual orientation, socioeconomic status, and more. It also involves different ideas, perspectives, and values. Embracing diversity includes the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to welcoming and celebrating the rich diversity within each individual. *(Adapted from University of Oregon definition and UC Berkeley Center for Equity, Inclusion and Diversity, Glossary of Terms).*

### EQUITY



**At Noble, EQUITY** is our ideal representation of justice within our community. Equity ensures each community member has access to the same opportunities, experiences, and outcomes. Acknowledging that we don't all start from the same place due to systemic racism and other forms of discrimination that have plagued our country for four hundred years, we seek to correct and address this imbalance to support high outcomes for all. In an equitable environment, an individual or a group would be given what was needed to give them equal advantage, which may not necessarily be equal to what others were receiving. For our students, families, teachers, staff, and alumni equity means eliminating the predictability of success or failure based on race, class, language, citizenship, status or any other identity marker. Equity ensures that everyone has the resources they need to succeed. *(Adapted from The Annie E. Casey Foundation's Racial Equity and Inclusion Action Guide and the General Assembly definition and The Pacific University Equity, Diversity, & Inclusion Glossary of Terms definition).*

### INCLUSION



**At Noble, INCLUSION** means creating an environment, free of prejudice, where individuals representing different identities are valued, leveraged, and welcomed. More specifically, it is the act of authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making to create value and impact. More than simply numerical representation, inclusion involves authentic and empowered participation wherein the members of the community experience a true sense of belonging. *(Adapted from The Annie E. Casey Foundation's Racial Equity and Inclusion Action Guide, the glossary from MP Associates and the Center for Assessment and Policy Development, and the General Assembly definition).*

## NOBLE EQUITY INDEX

### Differences in non-school factors lead to real differences in starting points...

Noble serves students that come to school each day with diverse and important strengths, as well as with significant barriers and challenges. Those challenges, often a result of centuries-old systems of racism, discrimination, oppression, and disinvestment, are not uniform across students or campuses. We believe that those differential challenges, left unaddressed, can lead to unacceptable gaps in our outcomes. There are significant differences in the lived experiences of students at Noble when considering five key indicators of context and starting place:

- Quality of feeder elementary schools
- Prevalence of serious crime near students' homes
- Rate of transitional living situations
- Rate of IEPs at a campus
- Prevalence of serious crime surrounding a campus

The accumulation of systemic racism has drastically impacted their lived experiences and led to real differences and disparities in students' starting points and students' needs in order to realize their full potential.

The **Noble Equity Index** combines all of these factors into a single number to allow us to direct additional resources, attention, and support in more equitable ways. The data used in this index is from 2022. The index is updated every three years, under the leadership of the Equity Team.

