

Tumwater School District Board Policy

ENSURING EDUCATIONAL EQUITY

The Tumwater School District is committed to the success of every student in each of our schools and to achieving our mission of continuous student learning in a caring, engaging environment. We expect every student to meet or exceed academic standards and be fully prepared to make productive life decisions.

We will significantly change our practices to achieve and maintain equity in education. 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.

Each TSD student deserves respectful learning environments in which diversity is valued and contributes to successful academic outcomes. Educational equity benefits all students and our entire community.

We Believe

- Every student has a right to an equitable educational experience within the Tumwater School District.
- Every student has the potential to achieve and it is our responsibility to give each student the support needed to be successful.
- We believe the responsibility for addressing the disparities in opportunities and achievement among student groups rests with adults, not the children.
- The responsibility for student success is broadly shared by District staff, administrators, instructors, communities and families.

Our Catalyst for Change

With all public schools in Washington State now held accountable for addressing opportunity and achievement gaps between groups of students, the Tumwater School District is committed to addressing and eliminating these gaps in kindergarten readiness, student achievement, discipline, attendance, graduation rates, and post-secondary success. We resolve to address opportunity and achievement gaps at every level of our organization through review of policies, procedures, and practices necessary to ensure success for every student.

Commitments

In order to address opportunity and achievement gaps, the Tumwater School District commits to:

I. Eliminate Systemic Disparities

To interrupt systems that perpetuate inequities, TSD will:

- A. Invite and include people from all backgrounds to examine issues and develop solutions that address root causes and systems rather than one-time fixes;
- B. Prepare staff to address the role and presence of bias, prejudice and racism; and,
- C. Eliminate practices that result in predictably lower academic achievement for any student group compared to peers.

II. Ensure Systemic Equity

TSD will lead from a system-wide equity plan that is anchored in three critical areas: Family, Student and Community Engagement; Leadership; and Teaching and Learning.

A. Family, Student and Community Engagement

TSD employees will be expected to cultivate and implement equitable practices for and with our students, their families and other community members including:

1. Intentionally seeking and including student perspectives, , in the development and implementation of culturally responsive teaching and learning practices and curriculum;
2. Engaging family and community members in the development and implementation of culturally appropriate and effective partnerships between home and school;
3. Inviting and including community members to bring multiple perspectives to examining and solving issues that arise; and,
4. Ensuring each TSD site is welcoming and inclusive to all who enter.

B. Leadership

TSD leaders will ensure that equity guides employee actions and leads to improved academic results by:

1. Ensuring student voice is routinely valued and incorporated in decision-making;
2. Recruiting, hiring, supporting, retaining and continuously developing a workforce of culturally conscious and responsive administrative, instructional and support personnel;
3. Modeling equity in all practices including decision-making and resource allocation;
4. Replacing inequitable operational practices with systems, policies, procedures and practices that support implementation of this and related policies; and,
5. Focusing accountability systems and metrics on equitable results for all student groups consistent with Washington State's public school accountability system.

C. Teaching and Learning

TSD employees will work together to increase their individual and collective capacity to effectively teach a diverse and changing student population by:

1. Ensuring a positive, supportive and academically rigorous school environment that engages all students and includes multiple pathways for success;
2. Creating and implementing culturally responsive instructional practices, curriculum and assessments;
3. Eliminating practices that lead to the over- or underrepresentation of any student group compared to peers.
4. Ensure all students graduate from Tumwater Public Schools ready to succeed in a diverse society.

Equity Goals

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

- A. Equitable Access-The District shall provide every student with equitable access to high quality and relevant instruction, curriculum, support, facilities and other educational resources, even when this means differentiating resources to accomplish this goal.
- B. Equity Analysis-The District shall review existing policies, programs, professional development and procedures to ensure the promotion of equity, and all applicable new policies, programs and procedures will be developed using equity analysis tools. The District shall remedy the practices, including assessment, that lead to the over-representation of student groups in areas such as special education and discipline, and the under-representation of groups in programs such as talented and gifted and Advanced Placement.
- C. Workforce Equity-The District shall be intentional about attracting and retaining a workforce that reflects the diversity of our student body. The District shall recruit, employ, support and retain racially and linguistically diverse and culturally competent administrative, instructional and support personnel.
- D. Professional Development- The District shall provide relevant professional development to strengthen employees' knowledge and skills for eliminating opportunity and achievement gaps.
- E. Welcoming School Environments- The District shall welcome and embrace families, including families from all backgrounds, those whose first language may not be English, and those who struggle with poverty and/or homelessness as essential partners in education, school planning and District decision-making. The District shall create welcoming environments that reflect and support the diversity of the student population and community. In addition, the District will include other partners who support the goals of this policy including government agencies, non-profit organizations, businesses, and the community in general.
- F. Multiple Pathways to Success-The District shall create multiple pathways to success in order to meet the needs of students, and shall actively encourage, support and expect high academic achievement for students from all student groups.
- G. Recognizing Diversity-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.

Responsibility & Accountability

Every Tumwater School District employee is responsible for the success and achievement of all students.

The Board will hold the Superintendent, district leaders, and school leaders accountable for making measurable progress toward meeting these policy goals.

Implementation, Monitoring & Reporting

The Board recognizes that these are long-term goals that require significant work and resources to implement across all schools. As such, the Superintendent will develop and implement a system-wide equity plan within the district's strategic plan with clear accountability and metrics, which will result in measurable improvements for TSD students. The Superintendent shall regularly report progress on the plan and outcomes to the TSD Board of Directors and community. The annual goals adopted in the strategic plan will support this policy.

Cross References:

Policy 2000	Student Learning
Policy 2110	Transitional Bilingual Instructional Programs
Policy 2020	Curriculum Development & Adoption of Instructional Materials
Policy 2104	Federal and/or State Funded Special Instructional Programs
Policy 2161	Special Education and Related Services for Eligible Students
Policy 2162	Education of Students with Disabilities Section 504 Policy 2420 Grading and Progress Reports
Policy 2421	Promotion/Retention
Policy 3115	Homeless Students Enrollment Rights and Services
Policy 3200	Rights and Responsibilities
Policy 3207	Prohibition of Harassment, Intimidation and Bullying
Policy 3210	Nondiscrimination
Policy 3211	Transgender Students
Policy 3224	Student Dress
Policy 3240	Student Conduct

Policy 3250	Student Fees Fines or Charges
Policy 4130	Parent and Community Involvement
Policy 5000	Recruitment and Selection of Staff
Policy 5010	Non-discrimination and Affirmative Action

Legal References:

Chapter 28A.642 RCW
Chapter 392-190 WAC

ADOPTED: December 13, 2018