



RACE AND EQUITY

The Quincy School District seeks to disrupt and eliminate predictable patterns of inequity based on race, class, culture, ability, gender, sexuality, citizenship, and other group-based identities. Race continues to be the most persistent predictor of student performance. This is in direct conflict with our collective belief that all students have limitless potential and that together, we can create the conditions for all students to succeed and graduate prepared for the next step in their education, career, and life.

As part of our commitment to eliminating systemic disparities, ensuring systemic equity and implementing and monitoring a race and equity plan, we are committed to directly naming and confronting the ways inequity currently operates, allocating resources and access to address those inequities, centering the needs of the students furthest away from our Quincy's Promise, and developing an equity lens across all parts of our system in ways that focus on addressing injustice as opposed to "fixing" kids. These commitments inform the following four priorities of the Quincy School District race and equity plan.

Leadership

Power and responsibility has often been centered in a few key positions and roles and exercised in a top down approach. Leading for equity and excellence requires collectively transforming interactions and instructional practices in ways that disrupt structural inequities and historical systems of power. We will:

- Model and engage others in critical and continuous self-reflection in ways that reveal how our identity, biases, and positionality reinforce educational inequities and the extent to which changes in practice may interrupt them.
- Examine and eliminate policies and practices that contribute to disproportionate outcomes in discipline, academics, post-secondary opportunities, and life.
- Recruit, employ, support, and retain a workforce that includes racial, gender, and linguistic diversity as well as culturally competent administrative, instructional, and support personnel.
- Generate, allocate, and lead the management of resources to disrupt institutional and structural inequities.

Teaching and Learning

Inequities in teaching and learning exist in instructional practices, curriculum, educational materials, data use practices, and limited pathways for student success. To create and sustain excellence in each school so that every student—without exception—learns at high levels, we will:



- Provide a guaranteed, viable, and culturally responsive curriculum that includes diverse local and global perspectives.
- Utilize evidence-based culturally responsive instructional practices, educational materials, resources, and technology for 21st century, global learning.
- Routinely collect, display, disaggregate, and analyze existing and new forms of data to improve student learning and adult practice in the service of educational equity.
- Provide multiple pathways for success in order to meet the diverse needs of our student body and encourage, support, and expect high academic achievement of all students.
- Utilize equitable identification processes that eliminate the over- or under-representation of any particular student group in intervention, enrichment, and advanced course offerings.

Partnerships

Our schools and school systems have often prioritized the needs of individuals and organizations with resources and power. Equitable partnerships that improve learning environments and outcomes require collaborating with students, families, and communities, especially those historically and currently marginalized by our school system. To create and sustain these partnerships, we will:

- Seek and prioritize culturally responsive partners with demonstrated expertise in meeting the needs of diverse learners—including families, government agencies, institutes of higher learning, early childhood education organizations, community-based organizations, businesses, and the community in general.
- Share power in decision-making across multiple voices – educator, family, community, and students, with particular attention to those voices that have been historically left out.
- Partner with families through regular two-way communication in ways that value their unique understanding of their children.
- Reduce and eliminate barriers to engaging key partners (families and community organizations).

Climate and Culture

Schools are often disconnected from the diverse communities and populations they serve. In order to provide a safe, equitable, accessible, and inclusive environment for students, families, and staff, we will:

- Allocate resources to nurture, celebrate, and support the cultures and identities of our students, staff, families, and community and infuse respect for diversity into all aspects of the school programming.
- Connect students to social emotional and extra-curricular learning opportunities that strengthen relationships between students and between students and the school.
- Foster positive relationships and connections between students, staff, and families to define, build, and sustain a strong sense of community within each school.



The Board directs the Superintendent to develop and implement a system-wide racial equity plan with clear accountability and metrics, which will result in measurable improvements in academic, social emotional health, safety, and belonging for Quincy School District students and staff. The Superintendent shall regularly report progress on the plan and outcomes.

Cross References: 3200 – Student Rights and Responsibilities
 3207 – Prohibition of Harassment, Intimidation and Bullying
 3210 - Nondiscrimination
 4341 – Student Discipline
 5010 – Nondiscrimination and Affirmative Action

Legal References: RCW 28A.400-310 Law against discrimination applicable to districts’ employment practices
 RCW 28A.640.020 Regulations, guidelines to eliminate discrimination — Scope — Sexual harassment policies
 RCW 28A.642 Discrimination Prohibition
 RCW 49.60 Discrimination – Human Rights Commission
 RCW 49.60.030 Freedom from discrimination — Declaration of civil rights
 WAC 392-400-215 Student Rights
 42 U.S.C. 200d et seq. Civil Rights Act of 1964

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Quincy School District