

## **Educational Equity**

The Marysville School District is committed to working collaboratively with Marysville communities and The Tulalip Tribes to provide equitable opportunities for students and staff to learn and work in an environment that is safe and supportive for all regardless of race\*, ethnicity\*, language, immigration\* and socioeconomic status\*, gender, health and mental health status, range of abilities\*, age, sexual orientation, gender expression or gender identity, transgender status, spiritual and religious status, and additional group-based identities. These categorizations continue to be the most persistent predictors of students' educational performance. This is in direct conflict with the undeniable truth that every student and staff member has limitless potential.

We hold ourselves accountable for disrupting and eliminating predictable patterns of inequity\* found in group-based disparities\* and barriers\*. We will ensure educational equity\* by supporting each student's individual needs in an inclusive\* environment. We value and honor the cultural diversity\* of every student, our families, staff, and community members in helping each student achieve their personal, academic and educational goals. As part of our commitment, students will be known by name, strength, and need. We will create conditions for them to succeed and graduate prepared for the next steps in their education, career, and life.

To eliminate systematic disparities, ensure systemic equity, and implement and monitor this plan, we are committed to directly naming and confronting the ways inequities currently operate. By allocating and reallocating resources\* and providing access to address barriers, we can center the needs of the students furthest away from educational equity\* and develop an equity\* lens across all parts of our system. Our focus is on addressing injustice as opposed to "fixing" kids. These commitments inform the following five priorities of the Marysville School District equity plan.

### **Human Resources**

In order to achieve educational equity, the Marysville School District is committed to the following:

- Recruit, employ, support, and retain a workforce that includes but is not limited to racial, gender, range of ability\*, and linguistic diversity as well as culturally responsive\* administrative, instructional, and support personnel.
- Ensuring that recruiting, screening, and interview teams are trained to seek out diverse perspectives, experiences, and backgrounds that enrich the makeup of our staff and provide students with inspiring role models.
- Adopt guidelines on how staff should address racial and other discriminatory actions\* that arise in classrooms, hallways, playgrounds, buses, and any other school environments.
- Account for power differences among those reporting, those to whom they report, and those who may be enacting or enabling racism or discrimination.
- Provide opportunities for staff to safely and openly provide feedback on the work environment and surface concerns.
- Identify what our expected behaviors are, and identify those that are unacceptable.
- Replace inequitable practices with ones that support the implementation of this policy.

### **Teaching and Learning**

Systemic inequities\* in teaching and learning exist in instructional practices, curriculum, educational materials, data use practices, and limited pathways for student success. Marysville School District is committed to creating a culture within Teaching and Learning that reflects and affirms the unique identities of our students and staff, including but not limited to culture, nationality, ethnicity, race, gender, range of ability, religion, spirituality, education, sexual orientation, age, language, immigration and socioeconomic status. We will achieve this by:

- Creating the conditions for a shared vision for adult and student learning that is asset-based.
- Providing staff with professional development and resources to achieve high quality teaching and learning, specifically, how to utilize evidence-based, culturally responsive\* instructional practices, educational materials, resources, and technology for 21st century global learning.
- Having a willingness to engage with students, families and community to personalize learning where students see themselves reflected in the curriculum.
- Eliminating the over- or under-representation of any particular student group in intervention, enrichment, and advanced course offerings.
- Developing and implementing a system-wide equity plan with clear accountability and metrics, which will result in measurable improvements in academics, social-emotional health, safety, and belonging for students and staff.
- Bi-annual reporting of progress on the plan and outcomes.

We believe these practices will nurture a joy for learning for both students and staff, and create a willingness to undertake the work required to change systems.

### **Leadership and Partnership**

The Marysville School District will promote shared leadership and transparency through equitable collaboration and power sharing with staff, students, families, and community members directly impacted by the decisions being made. To do this we will:

- Create partnerships that improve learning environments and outcomes require collaborating with students, families, and communities.
- Build relationships with families and community to support improved communication and dialogue by partnering with individuals, groups, and organizations who:
  - Reflect the cultural diversity of our students and community,
  - Successfully engage, and center the voices, perspectives, and knowledge of historically marginalized\* groups in ways that expand opportunities and reduce disparities.
  - Partner with families through listening and regular communication in a way that empowers them to be valued.
  - Examine and eliminate policies and practices that contribute to disproportionate outcomes\* in discipline, academics, attendance, post-secondary opportunities, and life.
  - 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.
- Engage students as partners in their own education and in the work of school and district improvement by:
  - Routinely accessing the insight and perspective of diverse student voices
  - Promoting student initiatives and involvement.
  - Providing social-emotional and enrichment opportunities that strengthen relationships between students and foster a sense of community.
- Prioritize partnerships with the Governments of The Tulalip Tribes, Snohomish County and City of Marysville and other organizations, families, staff, community, and students who share our vision of this work by:
  - Partnering to improve learning environments and outcomes require collaborating with students, families, and communities.  
Sharing power in decision-making across multiple voices – educator, family, community, and students, with particular attention to those voices that have been historically left out.

## **Climate and Culture**

The Marysville School District commits to honoring the diverse cultures represented in our communities – past, present, and future – that inhabit this land. In order to provide a safe, equitable, accessible, and inclusive environment for students, families, and staff, we will:

- Allocate and reallocate resources to nurture, celebrate, and support the cultures and identities of our students, staff, families, and community.
- Model a welcoming culture and environment in every school and classroom across the district.
- Infuse respect for world cultures into all aspects of district programming.
- Connect students to social emotional and extra-curricular learning opportunities that strengthen peer to peer and student to staff relationships.
- Foster positive relationships and connections between students, staff, and families to define, build, and sustain a strong sense of belonging within each school.
- Ensure that language access is not a barrier for students and families.
- Conduct climate surveys twice a year with students, families and staff to measure our progress on creating a welcoming and inclusive environment.

## **Responsibility/Accountability**

Potentially unequal learning needs among students require equitable, not equal, distribution of resources. The responsibility for student success is broadly shared by district staff, administrators, instructors, communities and families. To ensure that we are truly serving each and every student, especially those who have been intentionally overlooked and those who experience any barriers, not limited to race, gender identity\*, gender expression\*, sexual orientation\*, religious beliefs, immigration and socioeconomic status, the Board of Directors will hold the Superintendent, and central and school leadership staff, accountable for making measurable progress in meeting the goals. We provide resources for students to be prepared for college, vocational, career opportunities, and life skills. We will monitor our effectiveness, report, analyze, and adjust our related practices.

- The Board of Directors will use the goals stated in this policy as a lens when conducting its business and in exercising its responsibilities within the Marysville School District.
- The Board of Directors and Superintendent will establish specific goals to implement this policy.
- The Board of Directors will annually participate in culturally responsive professional development to deepen their understanding of diversity and develop a lens to hold the district accountable for educational equity and inclusion work.
- The Board of Directors commit to review this policy on an annual basis.
- The Superintendent will establish, for the beginning of the 2022-2023 school year, 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 will include clear accountability for actions and oversight, and will include metrics for evaluation. Beginning in the 2022-2023 and every school year thereafter, the Superintendent will report progress on the plan and outcomes bi-annually to the Board of Directors.
- Beginning with the school year 2022-2023 and every school year thereafter, the Superintendent will report annually on the progress of the plan and outcomes to the general public utilizing the District Annual Report.
- The Executive Director of Equity and Family Engagement will report bi-annually to the Board of Directors and the Equity Advisory Teams, regarding district performance goals on academic achievement and The Equity Action Plan. Collaborative work across departments and teams on a bi-annual public report shall include progress toward meeting these goals and closing the

achievement\* and opportunity gaps\*. The report will also highlight how programs or services are being implemented to ensure specific groups of students are not being left behind. All relevant research, and data-supported measures (qualitative or quantitative) that may be closer to classroom teaching and learning, and should include those as they are identified, such as:

- Graduation rates
- Discipline referrals
- Referrals for special education services
- Student sense of belonging
- College entrance exam [e.g., ACT/SAT] performance
- State test passing rate
- D and F rates in secondary core content areas
- Post-secondary plans
- Social and Emotional support

Any recommended adjustments the District will make, to programs, initiatives, and resources implemented to remove related barriers, provide needed supports, and increase access and opportunities for students will be communicated. Updated measures of success for the commitments and initiatives related to this policy and a timeline for any follow-up actions and modifications will be given in the report.

- All District staff will, within the parameters of their various duties and responsibilities, comply with and execute the Equity Action Plan as they are designed to address the values and directions included in this policy. All District staff are 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. All staff members are charged with recognizing and speaking out when we are not meeting our vision of being an educational equity-focused district. Response to allegations of inequities may involve an assessment of district policies, programs, and strategies. Staff will create conditions for student choice and voice in their academic achievement, post-secondary options, extracurricular activities, and social emotional development.
- Families and the community will be considered partners with the District in its effort to address achievement and opportunity gaps. The Board and District/Building Leadership will be intentional about prioritizing outreach to our community in meaningful ways.
- Students will be considered partners with their teachers and school leaders in their academic achievement.
- Board of Directors, Superintendent and all district staff will work with students and families to identify and address any barriers to academic achievement, access, and opportunities.

## **Glossary**

### Equity Policy Terms & Phrases Defined

**Achievement Gap** - The observable, measured difference in performance on educational measures (i.e., standardized test scores, grade point averages, dropout rates, college attainment) by groups of students (i.e., students of a certain race/ethnicity, gender, or socioeconomic status). Specifically, the achievement gap addresses a concern for underperformance on select educational measures.

**Barrier** - Obstacles that can cause hindrance or stop progress completely.

**Culturally Responsive** - The ability to learn from and relate respectfully with people of your own culture as well as those from other cultures. It is an active, developmental, ongoing process and is aspirational rather than achieved. The development of cultural responsiveness includes:

1. Becoming aware of one's assumptions about human behavior, values, biases, preconceived notions, personal limitations, and so forth.
2. Attempting to understand the worldview of culturally diverse populations.
3. Developing and practicing appropriate, relevant, and sensitive strategies and skills in working with culturally diverse students, families, communities and colleagues.
4. Advocating on behalf of the needs of students, families, community and colleagues. Taking action in the workplace, community and society to create a culture of respect and equity.

**Discrimination** - The practice of unfairly treating a person or group of people differently from other people or groups of people.

**Discriminatory Action** - An action that constitutes discrimination on the basis of gender, race, color, national origin, religion, age, veteran status, sexual orientation or qualified handicapped status or any other discrimination prohibited by state or federal law.

**Disparities** - A noticeable and usually significant difference.

**Disproportionate Outcome** - When one specific group of students attains an outcome at a rate that is substantially lower than the benchmark (standard) rate.

**Diversity** - Describes the qualities and conditions that are different from our own and outside the groups to which we belong, yet are present in other individuals and groups. These include but are not limited to race, ethnicity, socioeconomic status, gender, mental health status, disability, age, sexual orientation, religious status, and/or gender expression.

**Educational Equity** - Every student has access to the resources and educational support they *need* at the right moment in their education, regardless of race, gender, ethnicity, language, ability, family background, or family income.

**Equity** - Each person receives what they need in the way of resources, attention and support.

**Ethnicity** - Social groups based on characteristics such as shared sense of group membership, values, behavioral patterns, language, political and economic interests, history, ancestral geographical base and other cultural similarities.

**Gender Expression** - The ways in which a person expresses their gender. Behavior, emotions, mannerisms, dress, grooming habits, interests, and activities are some of the ways people express gender.

**Gender Identity** - Gender Identity refers to a deeply felt internal sense of being female, or male, or both, or neither—regardless of their gender assigned at birth.

**Identity** - The identification with, or sense of belonging to, a particular group based on various categories, including but not limited to nationality, ethnicity, race, gender, range of ability, religion, education, sexual orientation, age, language, and socioeconomic status.

**Immigration Status** - Immigration status refers to the way in which a person is present in the United States.

**Inclusion** - The practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized.

**Inequity** - Lack of fairness, justice or intention in policies, practices and outcomes that have a negative impact on opportunities and access for an individual or group.

**Marginalized** - Treated as insignificant or peripheral. Being denied involvement in mainstream economic, political, cultural and social activities due to their living conditions, lifestyles or exclusion.

**Opportunity Gap** – An Opportunity Gap is created when institutionalized structures, systems and practices result in barriers to educational access, success and limitations in outcomes for traditionally underrepresented and/or underperforming groups of students. These disparities are often perpetuated by factors related to race, ethnicity, socioeconomic status, gender, mental health status, disability, age, sexual orientation, religious status, and/or gender expression.

**Race** - A socially constructed categorization distinguishing people based on physical characteristics (e.g., skin color, body shape/size, facial features, hair texture). People of one race can vary in terms of ethnicity and culture. Race is a socio political construct, one that is created and reinforced by social and institutional norms and practices, as well as individual attitudes and behaviors. Race becomes institutionalized in a way that has profound social consequences on the members of different groups. Race is socially imposed and hierarchical. (adapted from Reading for Diversity & Social Justice 2nd Edition.)

**Range of Ability** - Referring to individuals with varying physical, or cognitive abilities, and diagnoses.

**Resources** - The allocation of people, spaces, time, and money to create experiences that enable students to reach equitable outcomes.

**Socioeconomic status** - The position or standing of a person or group in a society as determined by a combination of social and economic factors that affect access to education and other resources crucial to an individual's upward mobility.

**Systemic Inequity** – Systemic Inequity is a complex combination of interrelated elements consciously designed to create, support and sustain social justice. It is a dynamic process that reinforces and replicates equitable ideas, power, resources, strategies, conditions, habits and outcomes.

**Sexual Orientation** – Sexual Orientation is an inherent or immutable enduring emotional, romantic attraction to other people.

*\*When a written procedure is developed, the superintendent will submit it to the board as an information item. Such procedures need not be approved by the board, though the board may request a revision when it appears that they are not consistent with the board's intentions as expressed in its policies. Procedures need not be reviewed by the board prior to their issuance; however, on controversial topics, the superintendent may request prior board consultation.*

**Cross Reference:**

2019 - Curriculum review and development  
2133 - Diversity and Multicultural Education  
2161 - Special Education and Related Services for Eligible Students  
2162 - Education of students with disabilities  
2340 - Religion and Religion Related Activities  
3207 - Prohibition of Harassment Intimidation and Bullying  
3210 - Nondiscrimination  
3211 - Gender inclusive  
3241 - Student discipline  
4129 - Family and community involvement

4218 - Language Access  
5000 - Recruitment and Selection of staff  
5010 - Non-discrimination  
5015 - HIB 5015  
5252 - Staff Participation in Political Activities  
5409 - Unpaid Holidays for Reason of Faith or Conscience  
6000 - Funding 6000

**Legal References:**

RCW 28A.400-310 Law against discrimination applicable to districts' employment practices  
RCW 28A.640 Sexual Equality  
RCW 28A.640.020 Regulations, guidelines to eliminate discrimination — Scope — Sexual harassment policies  
RCW 28A.642 Discrimination Prohibition  
RCW 46.60 Law Against Discrimination  
RCW 49.60 Discrimination – Human Rights Commission  
RCW 49.60.030 Freedom from discrimination — Declaration of civil rights  
WAC 192-190 Equal Educational Opportunity  
WAC 392-400-215 Student Rights 42 U.S.C. 200d et seq. Civil Rights Act of 1964

**Marysville School District #25**

Adopted Date:  
Classification: Essential  
Responsible Department: Equity and Family Engagement  
Revised Dates: