



Equity Update

May 17, 2022 Board Report
Maurene Stanton, Executive Director of
Human Resources and Equity

Equity Theory of Action

If we as a district are committed to an inclusive, diverse and equitable learning environment where all students belong, then we as a district will place equity at the heart of all decision making and planning, ensuring that all students have a voice and the resources they need to thrive academically, socially and emotionally in our schools.

Equity Vision for Students

The Stanwood-Camano School District promises that our students will experience a strong sense of belonging because they are seen and heard, feel safe, and are engaged in culturally relevant and rigorous curriculum which empowers them for success in school and beyond.

Another District's TOA

Central Office Support

- If the central office team leads the vision of excellence through equity across all schools and departments with a focus on enhancing systems of equity that focus on teaching and learning by: (this can be written in sentence form if appropriate)
Establishing a strategic focus on equity centered leadership and supporting culturally responsive schools.
Using data, information and feedback to drive action and to lead the vision for excellence through equity,
Creating ongoing professional learning opportunities to model district cultural norms.
Hiring and retaining equity minded leaders and staff.
Ensuring professional development for standards-based cycles of inquiry across departments and schools,
Establishing the space for innovation for excellence through equity,
Providing for equitable distribution of resources and ensuring accountability
Authentically engaging staff, scholars, families and community
Creating a collaborative culture across departments and schools



Principal

- Then principals will lead all staff in the development of an equitable, culturally responsive-sustainable environment emphasizing scholar voice as a focus, using feedback and monitoring as a strategy, modeling expectations, designing systems and structures of collaboration and accountability. Principals will select and retain equity minded staff, create ongoing professional development and use data to drive action and increase scholars' learning.



Teacher

- Then all teachers and support staff will create safe space and cultivate equitable, culturally responsive-sustainable environments employing research based, standards-based cycles of inquiry with systems of accountability for learning that empower scholars to become agents of their own learning.



Scholar

- Then our scholars are seen, heard, included and valued in culturally responsive environments where they are challenged, supported and actively engaged with rigorous teaching and learning. Scholars are agents of their own learning and achieve at the highest level academically, socially, and emotionally so they are college and career ready graduates and future leaders.



Equity Vision for Families

The Stanwood-Camano School District believes that our students succeed when families are involved and feel a sense of belonging in our schools. Families are engaged, connected, honored, and valued and will trust schools knowing that their children are valued, respected and cared for.

Professional Development

2021-22 Full Staff Training--7 Hours

- October 15
- February 2
- March 30/April 13

Building Leaders

Culturally Responsive Teaching and the Brain by
Zaretta Hammond

Professional Development

2022-23 Potential Activities

- Equity Email
- Staff Requests/Needs
- Equity Workshops
- FCS Paraeducator Trainings required by OSPI
- Equity Google Classroom

Building/District Leaders

Student Equity Teams

2021-22 Student-Initiated Equity Leadership Teams

- All secondary schools
- Advisors in place

2022-23 Student-Initiated Equity Leadership Teams

- All Elementary Schools
- Advisor Meetings

Student Initiated Events

- Assemblies/Outreach
 - Black History Month
 - Women's History Month
 - Chinese New Year
- LHHS Equity Wall/Comment Box/Safe Space Posters
- PRIDE Parade
- Character Traits/Morning Meetings/Books

Equity Leadership Team

2021-22

- Reviewed data from Performance Fact
 - Disparity between how our students of color report student environment, than white students regarding
 - Belonging
 - Welcoming Environment
 - Instructional Material
 - HS Level concern regarding discrimination: LGBTQ+ and Students with Disabilities

Equity Leadership Team

2021-22

- Members working with Student ELT
- Guidance for Professional Development

Potential Activities for 2022-23

- Add Race/Ethnicity to HIB Form
- Affinity Groups
- Continued Professional Development for staff
- Equity Leadership Team representative(s) on Instructional Materials Committee
- Board Equity Policy
- PUSH Student Assemblies
- Regional Student Equity Forum/Conference
- Data Review

PUSH Focus Groups

- 2021-22
 - Listening Sessions, Focus Groups with Secondary Students
- 2022-23
 - Listening Session/Focus Groups with students
 - Community Listening Sessions

Questions?