



# District Equity Update

Stanwood-Camano School Board  
October 19, 2021



# 2019-20 School Year Activities

- Professional Development
  - Cultures Connecting
    - Building Leaders
    - Equity Leadership Team
  - Character Strong
    - Erin Jones Equity 101-106
  - District Equity Training
    - Erin Jones
    - Student Panel

# 2019-20 School Year Activities

- Equity Leadership Team
  - Wide participation (community/parents, certificated, classified & administrative staff)
  - Monthly/Bi-Monthly Meetings
  - 21 Day Equity Challenge
- Data Collection
  - Student Survey
  - Staff Survey

# Where we are going...

This year's equity work is focused on adult learning.

- Board/Cabinet
- District Leaders
- School Leaders
- School Teams
- All District Staff

# Districtwide Equity Learning Activities

## Building Administrators Professional Development

Book Study: Culturally Responsive Teaching and the Brain by Zaretta Hammond

- Teaching students to be independent learners rather than dependent learners
- “What’s Culture Got to do with It?” (surface culture versus deep culture)

One on One professional learning with Superintendent during twice monthly school visits

- Equity Leadership: why and how
- Use of Student-First Language

# Districtwide Equity Learning Activities

## Leadership Forum Professional Development (principals + all district leaders)

- Mixed group learning on why equity leadership IS leadership
- Personal reflection on how equitable practices can be immediately applied to your practice
- Learning through **reading, watching, reflecting, discussing and committing**

# District-Wide Equity Learning Activities

## Attendees:

- 545 staff members
- Elementary
- Secondary
- Technology
- Maintenance
- District Office
- Transportation
- Food Service

# Key Takeaways from PUSH Inspiration

- The most important thing is learning to know your students
- Personal growth starts at the pace of trust
- If we want to know the barriers students face, we need to ask them
- We need to connect our “Why” with our students’ “Why”
- Students come to us with different realities and life experiences
- Staff take a learner’s stance



# Individual Growth Plans

Where am I with my personal growth related to equity? (e.g. What have you read/heard/watched lately to increase your understanding of the concept of equity?)

- a. I've been reading a book recommend by a parent about dyslexia
- b. I have been to the trainings through the district. I feel like I'm just starting my journey with this concept, as far as how we need to work on it through teaching and learning

# Personal Growth Plans

Where am I going? (e.g. What would I like to learn more about? What would successful growth related to equity look like?)

- a. How I can conduct myself and my teaching to be more accommodating to all students - if it is not already
- b. Successful growth related to equity would look like- to me, developing a better understanding/relationship with my students
- c. I would like to learn more methods for creating TIME and incorporating student voice into student learning

# Individual Growth Plans

How will I get there? (e.g. What steps will you take to increase your understanding of equity?)

- a. Listen to the students story...LISTEN and support
- b. Continued professional development, collaborate with other staff members, listening to my student's stories/ valuing what students bring to us, and continued work on my personal growth
- c. I will maintain an open mind
- d. I would like to listen to more student experiences

# Individual Growth Plans

What am I most excited for on this journey?

- a. Understanding others' perspectives on the world
- b. Learning about other people and their experiences
- c. *I am most excited about being part of the change. Our district has committed itself to being and doing better for our students. I want the students and families I work with to always feel listened to and important. I want them to feel like they are cared about. I want students to be positively impacted by their school attendance*

## Where we are headed...

- Building-based equity teams at all secondary schools
- Common language around equity terms (bias, equity, equitable, race, racism)
- Personal growth plans, in use and often revised
- Connections with students



Questions?