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## **Racial Equity**

The Auburn School District (ASD) is committed to the success of each student in every one of our schools, aspiring to be a world-class educational system preparing all students to be globally competitive for career, college, and life in the 21st century. We will provide a learning environment that is enriching, equitable, and respectful of diversity and promote successful academic outcomes for each student. Educational equity benefits all students as well as our entire community and requires additional or differentiated resources to meet the needs and support the success for each student.

We recognize that historic and persistent opportunity and achievement gaps, disproportionality in disciplinary practice, and a lack of support for reaching the full potential exists for our students of color. These disparities directly conflict with our beliefs that every student can succeed in reaching their full potential. This policy confronts institutional racism and inequities within our district and its systems that perpetuate these disparities. We commit to fostering an environment where race, class, ethnicity, or other personal characteristics will cease to be a determining factor in the success of any student. Closing gaps, while raising achievement for all students, is a top priority for the school board, the superintendent, and all district staff.

### **The Auburn School District commits to:**

- Raise the opportunity and achievement of all students while narrowing the gaps between the highest and lowest achieving students;
- Eliminate racial disparity and disproportionality in all aspects of the educational and administration systems (e.g. disproportionality in discipline of students of color, their over representation in special education, and under representation in various advanced learning programs); and
- Ensure all students, regardless of race, ethnicity, or class, graduate from the Auburn School District ready to succeed in a racially and culturally diverse local, national, and global community.

### **This will be accomplished by intentional focus on the areas of:**

#### **Leadership**

- Recruit, employ, support, retain, and continuously develop a workforce of racially conscious and culturally responsive administrative, instructional, and support personnel;
- Model racial equity in business practices;
- Focus accountability systems and metrics on racially equitable results;
- Eliminate systemic disparities by inviting representatives of traditionally underserved populations to join in examining issues and finding adaptive solutions which address the root causes of inequities, rather than technical solutions which provide a one-time fix;
- Develop the personal, professional, and organizational skills and knowledge of our employees to better enable them to address the roles and presence of racism;
- Ensure systemic equity that includes the intentional involvement of families, students, and community members that bring multiple perspectives and views for solutions to issues that arise;
- Review current district policies, procedures, programs, and professional development through the use of a racial equity analysis tool to ensure that the promotion of racial equity exists; and
- Provide every student with equitable access to a high quality curriculum, support, facilities, and other educational resources, including differentiating resource allocation.

**Teaching and Learning**

- Seek and implement culturally responsive curriculum, teaching, and learning practices reflecting the understanding and appreciation of culture, class, language, ethnicity, and other differences that contribute to the uniqueness of each student and staff member;
- Collaborate between teachers and administrators to create and implement culturally responsive instructional practices, curriculum, interventions, and assessments;
- Eliminate practices of identification that lead to the over- or under- representation of any particular student group in intervention or enrichment programs;
- Eliminate disproportionality in the discipline practices of particular student groups; and
- Provide multiple pathways for success in order to meet the diverse needs of our student body and encourage, support, and expect high academic achievement for all students.

The superintendent and/or designees are authorized to develop procedures to implement this policy, including an action plan with clear accountability and metrics. At least quarterly, the school board will be given a report on the progress towards achieving the goals of this policy. The report shall be based on annual goals set by the district team, superintendent, and the school board.

Legal References:

RCW 28A.642  
28A.640  
49.60

WAC 392-190  
WAC 162

Discrimination prohibited  
Sexual Equality  
Discrimination – Human Rights  
Commission  
Equal Educational Opportunity  
Human Rights Commission

**Adoption Date: 07.25.16**  
**Auburn School District**  
**Revised Dates:**