

Equity in Education Procedures

The following nine educational equity goals have been developed by the Multicultural Competence Committee and have been adopted by the Yakima School District Board of Directors:

1. Eliminate prejudice, bigotry and discrimination from the educational process.

All languages and all cultures shall be valued and respected. Students shall have equal access to education without regard to race, creed, color, political and religious beliefs, national origin, gender, sexual orientation, marital or parental status, socio-economic status, health status, or the presence of any physical, sensory or mental disability. The Yakima School District shall seek to maximize achievement for all students and access to academic and school programs for all students. Discipline will be administered equitably among all student groups.

Each year the Yakima School District Evaluation Department shall collect, sort, analyze and summarize data pertaining to the following categories of district operation and educational equity issues:

- 1.1 student achievement by grade level, ethnic and gender groups;
- 1.2 ethnic and gender enrollment patterns in specialized programs and classes, grades K-12;
- 1.3 ethnic, grade level and gender patterns pertaining to K-12 student discipline records; and
- 1.4 student disciplinary actions by grade level, ethnic and gender groups.

The express purpose of such efforts shall be to identify areas of inequitable treatment of students or inequitable student access to district programs and resources.

2. Improve achievement for all students based on equitable access to educational opportunities, experiences and expectations, including consistent and high standards for all.

The Yakima School District shall expect all students to achieve at their highest potential and will commit itself to the assistance needed to achieve this goal.

- 2.1 The process of evaluation is detailed above in section 1.

3. Support parents' involvement in their students' education, without regard to race, creed, color, political and religious beliefs, national origin, gender, sexual orientation, marital or parental status, socio-economic status, health status, or the presence of any physical, sensory or mental disability.

Through district policies and practices, the Yakima School District shall encourage, inform and empower parent(s)/guardian(s) or extended family members to help their students succeed in school. See policies and procedures 2180, 2180P, 2421 and 2421P. These policies and procedures assist families in their partnership roles with the schools.

4. Train all staff to be competent in the education of a culturally diverse student body.

The Yakima School District shall provide continuous staff development to school staff so that they will be better prepared to meet the learning needs of an increasingly diverse student population.

- 4.1 Adopt, modify and implement staff and student multicultural training programs.
- 4.2 Require all staff to attend orientation and staff development on racism, cultural sensitivity, socio-economic bias, gender bias, and handicapping conditions.

5. Teach and model respect for individuals, regardless of race, creed, color, political and religious beliefs, national origin, gender, sexual orientation, marital or parental status, socio-economic status, health status, or the presence of any physical, sensory or mental disability.

The Yakima School District shall provide educational experiences which reflect respect for racial, ethnic, cultural and linguistic diversity. Programs shall be aimed at preparing students for an increasingly diverse society in which intergroup relations and understandings are vitally important.

- 5.1 Provide programs to strengthen and enhance cultural understanding for all groups K-12 who are involved in the district, such as students, families, teachers, and administrators.
- 5.2 Evaluate curriculum to identify accuracy and fairness in reflecting ethnic and gender contributions and to begin a process to correct deficiencies so that a more inclusive curriculum is made available as part of the K-12 Yakima School District basic instructional program. Curriculum is adopted according to policies and procedures 2310 and 2311.
- 5.3 Provide educational experiences which reflect respect for racial, ethnic, cultural and linguistic diversity.

6. Employ a diverse staff which serves as a role model by reflecting the ethnic and cultural composition of the district's student body.

The Yakima School District shall recruit, employ and maintain the best qualified staff, reflective of its diverse student body and historically under-represented groups.

- 6.1 The Yakima School District shall comply with all federal and state rules and regulations and shall not discriminate on the basis of race, creed, color, political and religious beliefs, national origin, age, gender, sexual orientation, marital or parental status, socio-economic status, health status, or the presence of any physical, sensory or mental disability.
- 6.2 The Yakima School District shall have a comprehensive staff affirmative action plan that shall be updated as needed. The plan shall include a review of programs, the setting of goals, and the implementation of corrective employment procedures to increase the number of disabled, ethnic and racial minorities and women who are under-represented in district staff classifications. It shall also include recruitment, selection, training and education programs.

- 6.3 The Yakima School District shall cooperate with area colleges and universities in the development and training of a certified teaching staff which is proficient in the education of a culturally diverse student body.

7. Achieve balance by meeting federal- and state-mandated guidelines related to the correction of racial imbalance and by providing meaningful educational choices within the district.

The Yakima School District shall achieve racial integration of schools by enriching the ethnic mix of students in all district schools. The district will comply with federal and state guidelines governing racial balance. Policy and procedure 3131 guide student balance in the Yakima School District. Elements of that policy and procedure include student placement, program, class size, and boundary guidelines.

8. Provide the opportunity for English language proficiency for all limited or non- English speaking students.

The Yakima School District shall provide full, appropriate educational services for limited- or non-English speaking students. The primary goal of these services is to ensure that district student learning outcomes are attained, and that there is timely transition to full use of the English language for learning and communication. Students with limited English proficiency shall be supported where appropriate and possible in their primary language as they are developing competence in English.

9. Distribute resources equitably to meet student needs and to better ensure academic success for all students.

The Yakima School District shall identify factors leading to academic under-achievement by students. Resources shall then be distributed appropriately and equitably to optimize student achievement.

Each year the evaluation center shall collect, sort, analyze and summarize data pertaining to district operation and educational equity issues.

The express purpose of such evaluation efforts shall be to identify key factors which currently result in student under-achievement or teaching practices which facilitate high achievement. Site specific and districtwide programs shall be adjusted and resources expended on the basis of the evaluation data, to correct the areas of deficiencies or to expand effective teaching strategies to districtwide level use. An annual school board review of these assessments and program adjustments shall be accomplished before the start of the succeeding year.

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