

# Fall Reopening Equity Considerations

Megan Daley, Manny Espinoza, Madison Wolter,  
Vanessa Woo



# Racial Equity Policy

## STATEMENT



Mount Vernon School District (MVSD) seeks to graduate inspired critical thinkers who honor diversity and are committed to the betterment of their own lives and the lives of others. When coupled with our strategic goal of 100% of our students graduating with the knowledge and skills necessary to be successful in post-secondary education, careers and life, we become accountable for the achievement of each student's fullest potential.

We believe every student can achieve this goal; and yet, longstanding inequitable practices have hindered students of color<sup>1</sup> from attaining academic parity with their white peers, leading to disproportionate student outcomes. In order to ensure race, ethnicity and culture cease to be a predictor of student performance in MVSD, we must eliminate systems, structures, practices and behaviors contributing to discrepancies in student learning and graduation outcomes.

Therefore, MVSD commits to eliminate all forms of discrimination<sup>2</sup> and inequity in order to provide safe and productive learning opportunities for every student.

To this end, the Board of Directors actualizes our commitment to social justice and racial equity by directing the Superintendent to implement a framework of principles, actions, behaviors, and practices, with system-wide accountability measures.

We believe all members of the MVSD community have the shared responsibility to:

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1. engage in district-wide reflection to identify and eliminate systemic, fundamental barriers to educational equity;
  2. ensure cultures of equity transform inequitable policies and systems;
  3. provide instruction, curriculum and learning environments reflecting the strengths and needs of our students allowing them to reach their full potential; and,
  4. elicit and engage students, family and community voice and advocacy in our schools, classrooms and in decision-making efforts.
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# Equity Considerations Framework

1. Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?
2. Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?
3. How does the resource allocation advance our [equity vision](#)?
4. What are the barriers to more equitable outcomes?
5. Have we intentionally involved stakeholders who are also members of the communities affected by the plans being developed? How do we validate assessment of protocols 1 through 3?
6. How will we modify or enhance plans to ensure the individual and cultural needs of each learner?

# Identification of Tiered Supports

All students in the  
Mount Vernon  
School District

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**Tier I**

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Students with 3-4  
no contact weeks

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**Tier II**

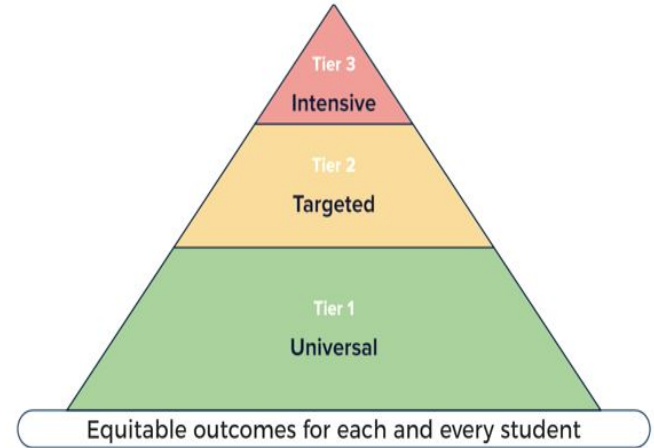
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Students with 5 or  
more no contact  
weeks

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**Tier III**

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# Tier II/Tier III Tentative Elementary Outreach Plan



Determine common barriers and problem solve ways to address barriers at a district-level  
**August 11th-August 14th**



Follow up with families to provide specific supports.  
Documenting solutions/communication  
**August 24th-August 28th**

Initial Contact

Synthesize & Systematize

Communicate

Follow Up

Communicating with our Tier III families to collect data on needs  
**August 5th-August 12th**



Share data and systems/solutions to address barriers with building leadership teams  
**August 17th-August 21st**



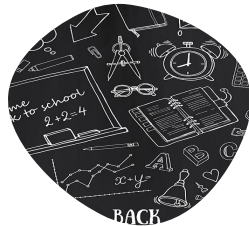
# Initial Contact

Staff members are contacting Tier III and some Tier II families to collect information that includes:

- How are you? How is your student? How is your family?
- What barriers made engaging in our Spring remote model difficult?
- Given the changes in our new remote learning plan, what would your family need to be successful?

If phone contact was unsuccessful, the team will collaborate with building leaderships and liaisons to find other ways to connect

# Continued Engagement Support



## “Back to School”

- Providing updated contact and needs information
- Encouraging intentional, responsive relationship building opportunities



## During School

- Collaborating with attendance work group
- Focus on building *consistent* relationships and creation of action plans
- Systems to quickly address barriers

# Virtual Parent Academy



- Modified Parent Academy Model
- Delivered remotely through Zoom
- Goal: to support accessing and navigating Remote Plus instruction



# Topics

- Review of Remote Plus
  - Student/Parent expectations
- Training on CORE 4
  - Learning Management System -- **Google Classroom**
  - Synchronous Video -- **Zoom**
  - Asynchronous Video -- **Screencastify**
  - Storage/File Sharing -- **Google Drive**
- School & Community Resources
  - Contact information & office hours
- Additional Supports Based on Parent Needs

# Thank you!



Do you have any  
feedback? Concerns?  
Questions?