

Tigard-Tualatin School District’s Goal: Educating *Every Student*
Equity Pillars uphold the promise of “*Every Student*”
Critical Questions for Developing an Equity Lens for Equitable Practice

Leadership	Staff	Students	Families	Community
<ul style="list-style-type: none"> <input type="checkbox"/> Do we have a stance of cultural humility? <input type="checkbox"/> How are we creating Professional Learning Opportunities to engage in critical analysis of our discourse and actions for cultural and community responsiveness? (Discourse I & Discourse II) <input type="checkbox"/> How do we use protocols and procedures to reflect on practices, develop technical and adaptive skills of our staff? <input type="checkbox"/> What do we prioritize in our budgets and allocation of resources? Who is included and who isn’t? <input type="checkbox"/> Do we have a connected or disconnected system? How are our systems working to align our collective vision and mission? 	<ul style="list-style-type: none"> <input type="checkbox"/> How do we understand the culture of our community? <input type="checkbox"/> Do we have a way of engaging staff voices? <input type="checkbox"/> How does staff feedback impact our proactive planning? <input type="checkbox"/> What are staff perceptions of how their learning community sees, values, and includes them? <input type="checkbox"/> How are we utilizing the feedback in a meaningful way that is responsive to staff needs to adequately serve student needs? <input type="checkbox"/> How do we engage in a growth mindset, culturally sustaining, responsive, and restorative practices? 	<ul style="list-style-type: none"> <input type="checkbox"/> Do we have a way of engaging students’ voices? <input type="checkbox"/> How does student feedback impact our proactive planning? <input type="checkbox"/> What are students’ perception of how their learning community sees, serves, and includes them? <input type="checkbox"/> How are we utilizing the feedback in a meaningful way that is responsive to student needs? <input type="checkbox"/> How are we inviting students to be participants in decision-making processes that impact them? <input type="checkbox"/> Can students feel the impact in their classrooms and school community? 	<ul style="list-style-type: none"> <input type="checkbox"/> Do we have a way of engaging family and caregivers’ voices? <input type="checkbox"/> How do family and caregivers’ feedback impact our proactive planning? <input type="checkbox"/> What are family and caregivers’ perception of how their child’s learning community sees, serves, and includes them? <input type="checkbox"/> How are we utilizing the feedback in a meaningful way that expresses the value of family and caregivers’ contributions and partnership? 	<ul style="list-style-type: none"> <input type="checkbox"/> How are we using collective vision to build a tightly knit system of care for our students, families, and staff? <input type="checkbox"/> How are we utilizing feeder school partnerships to build stronger transitions for families? <input type="checkbox"/> What community resources are we accessing to bridge the barriers for participation? <input type="checkbox"/> How are we informing the community of the work we are doing to better serve our students and community? <input type="checkbox"/> Is our work visible and transparent to our community?

Foundation of Equity Work: Trust and Relationship Building to support Collaborative Partnerships

