

Jane Addams Middle School PTSA Equity Resolution

A RESOLUTION of the Jane Addams Middle School Parent Teacher Student Association (JAMS PTSA) to declare in its service to ALL families of JAMS, the explicit prioritization of equity through the advancement of equitable access in membership, programming, training, leadership, and governance of resources within our school community and beyond;

WHEREAS, JAMS PTSA recognizes it is a voice and advocate for the well-being and education of every child;

WHEREAS, equity is defined as the actions taken to reverse the historical and social disadvantages that prevent learners from accessing and benefiting from education on equal grounds, and the efforts made to ensure each child fully realizes their gifts;

WHEREAS, Jane Addams Middle School (JAMS) strives to be actively engaged with students, families, and staff to create a middle school experience that supports the academic, social, and emotional growth of every student, within a safe and inclusive environment;

WHEREAS, JAMS PTSA supports these goals through actions and events that create connections for our families and community; uplift the voices of marginalized groups; and provide equity-focused educational and advocacy opportunities for staff, students, and families;

WHEREAS, JAMS PTSA will use the questions on our Equity Checklist to ensure our actions align with our principles;

NOW THEREFORE, BE IT RESOLVED, that the JAMS PTSA board and membership declares equity to be core to its values, purpose and action; and therefore, be it further RESOLVED, that the JAMS PTSA commits to, demands and holds itself and its members accountable for the centralization of equity work to all of its endeavors, partnerships and collaborations.

ADOPTED by JAMS PTSA at a regular general membership meeting, held
__November 4, 2025__ (date).

Equity Checklist

- Which students and families does this event or action serve?
 - *Current demographic data for JAMS helps us understand the resources, opportunities, and challenges of our community.*
 - *Multiple communication methods are needed to reach all parts of our community. This may include emails, Talking Points, newsletters, in-school announcements, paper flyers, posters and in-person presentations.*
- Does this event or action have specific goals that promote equity?
 - *Learning from history and tapping into institutional knowledge helps us to understand where past efforts have fallen short.*
 - *Our decisions should always support the whole child.*
- Have we removed barriers to participation, including financial, physical, language, and cultural obstacles, especially for underrepresented groups? Are we leaving any body or mind behind?
 - *Accessibility includes translation support, disability supports (including remote options, and fully accessible venues), and asking our community what they need to feel comfortable and safe.*
 - *Offering scholarships is useful, but we must also emphasize that financial contributions are not required for participation.*
 - *Minimizing scheduling conflicts and varying our dates and times helps avoid excluding groups systemically. We should plan with awareness of cultural and religious holidays, working hours, transportation challenges, and childcare conflicts.*
- Are members from the most impacted groups leading the design or implementation of the event or action being considered?
 - *We can build networks and relationships by taking the time to meet with families, students, and staff.*
 - *Gatekeeping limits participation and is often disguised as an effort to protect institutions and ensure continuity. Examples include withholding information, requiring excessive certification or specific expertise, and relying on bureaucracy and rules to limit engagement.*
- What is our mechanism for community accountability and feedback?
 - *We show respect to our community when we ask for feedback AND accompany it with action based on the responses.*
- How are we making this event or action sustainable? Are we passing along lessons learned to improve outcomes in the future?
 - *Complete documentation and communication help prevent duplicated efforts and repeated mistakes.*
 - *Clear processes can lower the barrier to entry for participants.*

Background and Data

The population of Seattle Public Schools is majority students of color, representing dozens of distinct cultural groups and over 143 languages. However, Seattle Public Schools has acknowledged the real and statistically significant gaps in opportunity for these students. Public schools are the foundation of our democracy, and we must critically examine the role PTAs and PTSAs have in upholding inequities in our system, and strive to unite the community and school in working for equitable opportunities and outcomes. It is also important that we recognize our obligations within a larger framework of equity work on the local, state, and national level:

- The JAMS Continuous School Improvement Plan prioritizes creating learning environments that are joyful, safe, and anti-racist.
- The Seattle Public Schools 2025-2030 Strategic Plan features Guardrails that specifically reaffirm anti-racist values, and Seattle Public Schools Policy 0030 states the District's commitment to educational and racial equity.
- The Seattle Education Association (SEA) identifies equity in education as the means by which justice in educational practices, policies, curricula, and resources can be achieved. Through its Center for Race and Equity, the SEA has resolved to empower educators to dismantle racial injustice within the SEA, and in schools, communities, and within the teaching profession.
- The Office of Superintendent of Public Instruction provides policy and strategy recommendations with a holistic approach towards closing the opportunity gap.
- The National PTA has codified a commitment to Diversity, Equity and Inclusion that has specific actions member PTAs must take to support these values, including engaging a diverse range of voices and lived experiences from members and prospective members, especially those currently or traditionally underrepresented and/or marginalized in our association.

Given these directives, the JAMS PTSA must continue to center equity in all our work. To achieve this goal, we can:

- Openly assess our own beliefs and practices to undo internalized oppression;
- Make every effort to create a PTSA board and membership that is inclusive and reflective of our community;
- Encourage that all PTSA activities at the school be planned by a committee which is representative of our population;
- Foster programs and practices that eliminate bias, prejudice and misunderstanding within our community;
- Become acquainted with the leaders of the many diverse groups in the community and collaborate with them to increase parent, family and community involvement;
- Educate our leaders and members to the needs, cultural beliefs, traditions and family structures of the population we serve; and

- Propose change wherever discriminatory practices are perceived.

Jane Addams Middle School Enrollment Summary Dashboard and One-Pager Demographics Summary (attached)

<https://reportcard.ospi.k12.wa.us/ReportCard/ViewSchoolOrDistrict/105777>

Other Resources

<https://www.seattleschools.org/departments/enrollment-planning/enrollment-data/annual-enrollment-reports/>

<https://ospi.k12.wa.us/about-ospi/workgroups-committees/currently-meeting-workgroups/educational-opportunity-gap-oversight-and-accountability-committee/eogoac-meeting-minutes-and-reports>

<https://www.pta.org/home/run-your-pta/Diversity-Equity-Inclusion>

<https://pisab.org/our-principles/>

<https://sinsinvalid.org/10-principles-of-disability-justice/>

<https://www.indigenoussaction.org/wp-content/uploads/Accomplices-Not-Allies-print.pdf>



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Jane Addams Middle School

Address and Phone
11051 34TH AVE. NE
SEATTLE, WASHINGTON 98125
206.252.4500

Enrollment

Enrollment
2024-25 School Year
830

Low-Income
2024-25 School Year
35.9%

English Language Learners
2024-25 School Year
15.2%

Finance



Per Pupil Expenditure
2023-24 School Year
\$18,996

Attendance



Students Attending 90% or
More of School Days in the
2023-24 School Year
80.4%

Assessment

Foundational Grade-level Knowledge (and above)

ELA
2024-25 School Year



Math
2024-25 School Year



Science
2024-25 School Year



Consistent Grade-level Knowledge (and above)

ELA
2024-25 School Year



Math
2024-25 School Year



Science
2024-25 School Year



Educators

Average Class Size
2023-24 School Year



26.9

Teacher Count
2023-24 School Year



52

Percent Teachers with Master's Degree or
Higher
2023-24 School Year



86.5%

Average Years of Teaching Experience
2023-24 School Year



8.9

Some data is not disclosed to protect student privacy and will be represented by a blank for student related measures. Due to reporting cycles, the most recent data for each measure may be from different school years. If a Finance or Educator measure is blank, there is no data for that organization in the currently reported year.
To see more, visit <https://reportcard.copk12.wa.us/>. If you have questions or comments, contact ReportCardRedesign@k12.wa.us.

Jane Addams Middle School

2024-25

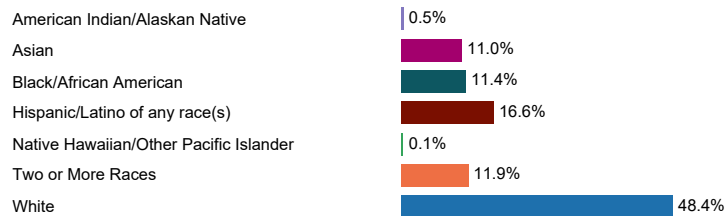
Total Student Enrollment

830

Gender



Race/Ethnicity



Program and Characteristic

