

SYSTEMIC CHANGE

Race and Equity

Purpose

The Shoreline School District acknowledges that institutional racism exists within ~~our~~ public school systems and is committed to working until race is no longer a predictor of overall student outcomes.

It is unacceptable that opportunity gaps continue to exist because of historic, current, and institutional racism. Shoreline School District values diversity in our student body and our community. We are dedicated to fostering diversity in our staff at all levels including classified, certificated, administrative, and the school board.

The entire community benefits when every child succeeds; therefore, we have a collective responsibility and require accountability to ensure that children of every race, national origin, language, religion, gender, sexual orientation, gender identity or expression, socioeconomic status, and ability, reach their full potential.

Shoreline School District aspires for historically underserved students to thrive in an environment that notices, acknowledges, and values who they are and contributes to their academic achievement. We aspire to provide respectful and relevant learning environments that leverage diversity and create schools where students, families, community members and employees feel welcomed and supported. Race as well as socio-economic status, gender, sexual orientation, gender identity or expression, and ability must cease to be a predictor of student success. The following steps will be taken, within existing legal parameters, to address these societal inequities within the District.

The District will:

Prioritize eliminating racial disparity and disproportionality in all aspects of our educational system.

Professional Development

- Provide ongoing professional development for all district staff to recognize and eliminate influences of institutional racism
- Train staff to use a race and equity decision making tool

Equity in Systems and Operations

- Develop and strategically use a race and equity decision-making tool
- Collect, analyze, use and share disaggregated data, as legally allowable, with a race and equity lens
- Identify barriers and transform practices, including assessment, which lead to the *over-representation* of students of color in areas such as but not limited to...
 - special education
 - discipline

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Race and Equity (continued)

Equity in Systems and Operations (continued)

- Identify barriers and transform practices, including assessment, which lead to the *under-representation* in programs such as, but not limited to Highly Capable, Honors, accelerated, and Advanced Placement courses
- Recognizeing and empowering under-represented families of color as essential partners so that all students are successful
- Commit to equitable budgetary alignment

Workforce Equity

- Formally and informally recognizeing the value of a diverse workforce
- Make appropriate efforts within existing legal frameworks to Recruit, hire, support and retain racially and linguistically diverse staff

The School Board shall charge and hold the Superintendent accountable for taking steps to implement the goals of this policy including enacting the following:

- Develop a plan for and allocateing resources for on-going race and equity training for all staff.
- Make appropriate efforts within existing legal frameworks to Recruit, hire, support and retain racially and linguistically diverse staff.
- Provide additional and equitable resources both inside and outside of the classroom to support the success, well-being, and belonging of all students, particularly students of color.
- Make staffing and budgetary adjustments as needed.
- Set measurable goals, createing action plans to achieve them, and developing systems for accountability.
- Create a mechanism for community and family engagement.
- Communicate how equity work is being carried out through district priorities.

Definitions

For the purpose of this policy the following terms shall have these meanings:

Disaggregated Data: Results (attendance, test, discipline, etc.) sorted into groups of students who are economically disadvantaged, from racial and ethnic minority groups, have disabilities, or have limited English fluency. This practice allows parents, teachers, and community to see more than just the average score for their child's school. Instead, parents, community, and teachers can see how each student group is performing.

Disproportionality: A group of students being overrepresented or underrepresented when compared to the size of their group in the district.

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Race and Equity (continued)

Diversity: This list is not all-inclusive and the policy calls for annual updates.

- Age
- Citizenship Status
- Color
- Creed or Religion
- Culture
- Economic Status
- Family Structure
- Gender Identity or Expression
- Language Accessibility
- Marital/Relationship Status
- Mental and Physical Ability
- National Origin
- Pregnancy
- Race
- Sex
- Sexual Orientation
- Use of Service Animals
- Veteran Status
- Any other protected class identified in federal, state, or local laws

~~**Educational Equity:** Work specifically targeted at closing the gap between the lowest- and highest-performing students. This includes work targeted at eliminating the ability to predict disproportionality by race, culture, and/or language.~~

Equity: The distribution of resources that takes into account past history and current position, so that future outcomes are fairly distributed.

Institutional Bias: The failure to provide appropriate services or access to a group of people because of their race, color, culture. This may be seen in the practices, processes, systems, attitudes, behaviors, or by looking at the results of the organization. This is beyond individual acts of prejudice and is likely built into the organization's systems.

Institutional Racism: Structures, policies, precedents, systems, and formal and informal practices that operate and are manipulated to allow, support, or deprive racial groups a chance to have equal access or opportunity to acquire wealth and social standing in a society. Those with wealth are dependent, in part, upon the racial groups they deprive to maintain their standing.

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Race and Equity (continued)

Opportunity Gap: Acknowledges that there are still structural issues with institutionalized racism, disparate educational opportunities, and different treatment experienced by students of color. More specifically, *opportunity gap* refers to inputs—the unequal or inequitable distribution of resources and opportunities.

Cross References

Policy	2120	Development and Review of Programs and Courses
	2125	Sexual Health Education
	2130	Program Evaluation
	2170	School Climate
	2180	Parent, Family and Community Partnerships
	2181	Preschool and Childcare Programs
	3115	Homeless Students: Enrollment Rights and Services
	3122	Excused and Unexcused Absences
	3209	Sexual Harassment
	3210	Nondiscrimination
	3230	Student Privacy
	3300	Student Conduct Expectations and Reasonable Sanctions
	3308	Prohibition of Harassment, Intimidation and Bullying/Cyberbullying
	3310	Discipline and Corrective Action for Student Misconduct
	3317	Restraint, Isolation and Other Uses of Reasonable Force
	3440	Removal of Student During School Hours
	5010	Nondiscrimination
	5110	Recruitment and Selection of Staff
	5308	Prohibition of Harassment, Intimidation and Bullying/Cyberbullying
	5340	Staff Development
	6420	Professional Growth and Development

Adopted: _____