



ELEVATING EQUITY



Lake Washington
School District

Goals for this Session

Gain additional insight into our equity work for the 2019-2020 school year

Understand how equity professional development and learning are impacting our practices within departments and across our system



Cycle of Cultural Competency



This cycle is grounded in **humility** because groups, situations, and areas of need are varied and dynamic.



Let's Play LWSD Jeopardy!

The 50's are Nifty

The Rad 80's

"My Heart Will Go On" for the 90's

51%

88%

90%



Beyond Diversity: The Compass

The **compass** was created to help us understand how we each process and engage with information about race

Rationale: It is a way to understand one another's opinions and beliefs. According to the compass, there are 4 ways that people deal with race:

1. Believing: Moral
2. Thinking: Intellectual
3. Feeling: Emotional
4. Acting: Social



Systemic Work Leads to Substantial & Deep Change

Cycle of Cultural Competency Alignment

Awareness → Will

Knowledge → Knowledge

Skill → Skill

Actions/Advocacy → Capacity

SYSTEMIC EQUITY TRANSFORMATION FRAMEWORK

SKILL
COURAGEOUS
CONVERSATION
ABOUT RACE:
PROTOCOL
Having an effective
way to talk about
race and racism

WILL
SYSTEMS
THINKING: TOOLS
Examining beliefs that
drive behaviors and
determine results

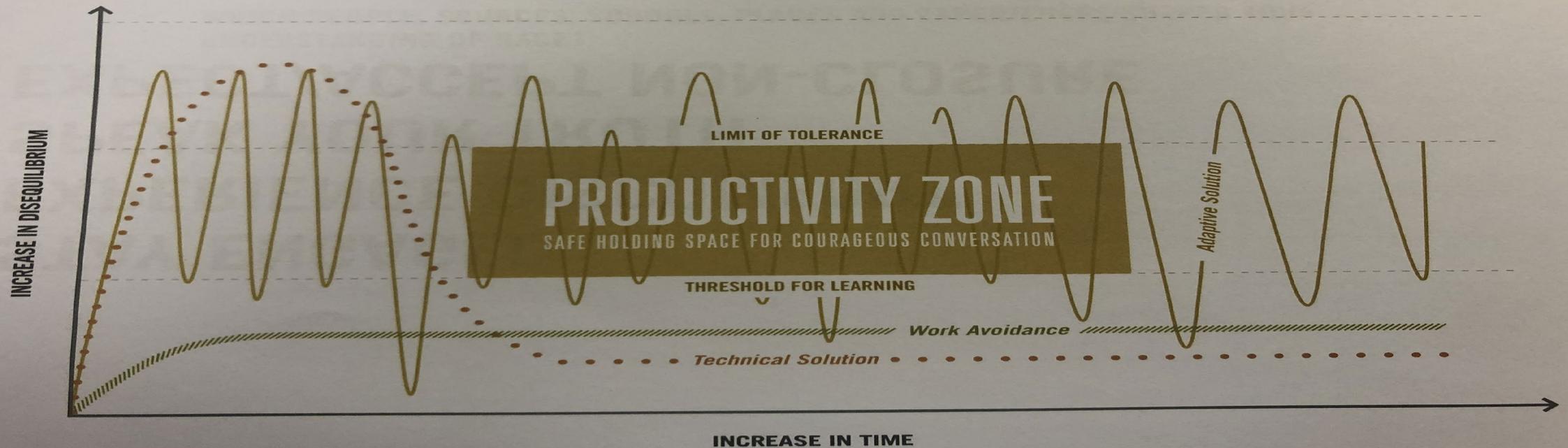


CAPACITY
ADAPTIVE
LEADERSHIP:
PRINCIPLES
Authorizing productive
disequilibrium

KNOWLEDGE
CRITICAL RACE
THEORY: TENETS
Developing racial literacy
and consciousness

The Aim of Beyond Diversity Work: Zone of Productivity

ADAPTIVE LEADERSHIP FOR RACIAL EQUITY



The Urgent Question

How do we ensure that **equity** does NOT equate to zero sum, wherein each student receives what is needed to determine their own futures instead of their race, circumstances, and/or background?

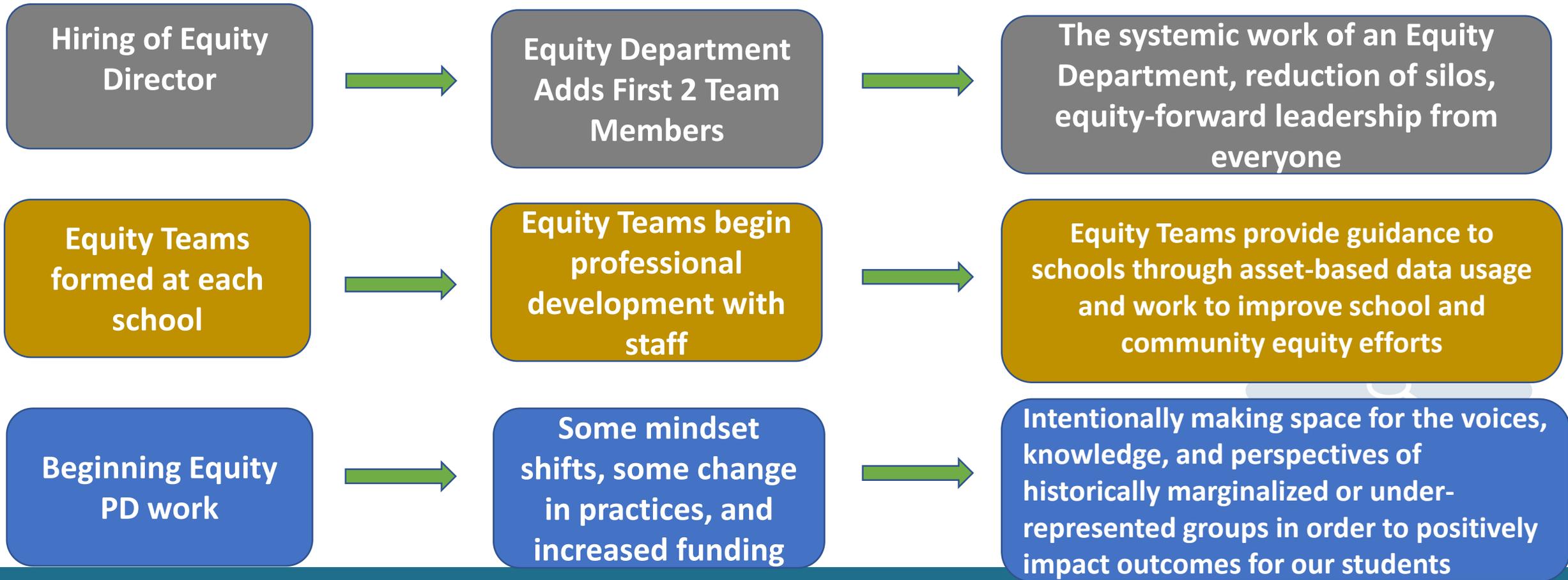


Theory of Action

If we engage in equity work **systemically** and **meaningfully**, then our students, staff, and communities will benefit because LWSD staff and administrators will be engaged in a way that will inform how we do our work, **elevating** our common purpose and our practices.



So, What Are We Doing?





ACADEMIC SUCCESS

We believe that every student can learn and achieve at high levels, and it is our responsibility to help each student learn, grow and be challenged. Our commitment to success for every student is rooted in the ideals of opportunity, equity and inclusion.

Initiatives

- Culturally Responsive Teaching
- Multi-Tiered Systems of Support - Academics (MTSS-A)
- Career, Technical and College Pathways
- Integrated Instructional Technology
- Innovative Learning Opportunities
- Inclusive Early Learning

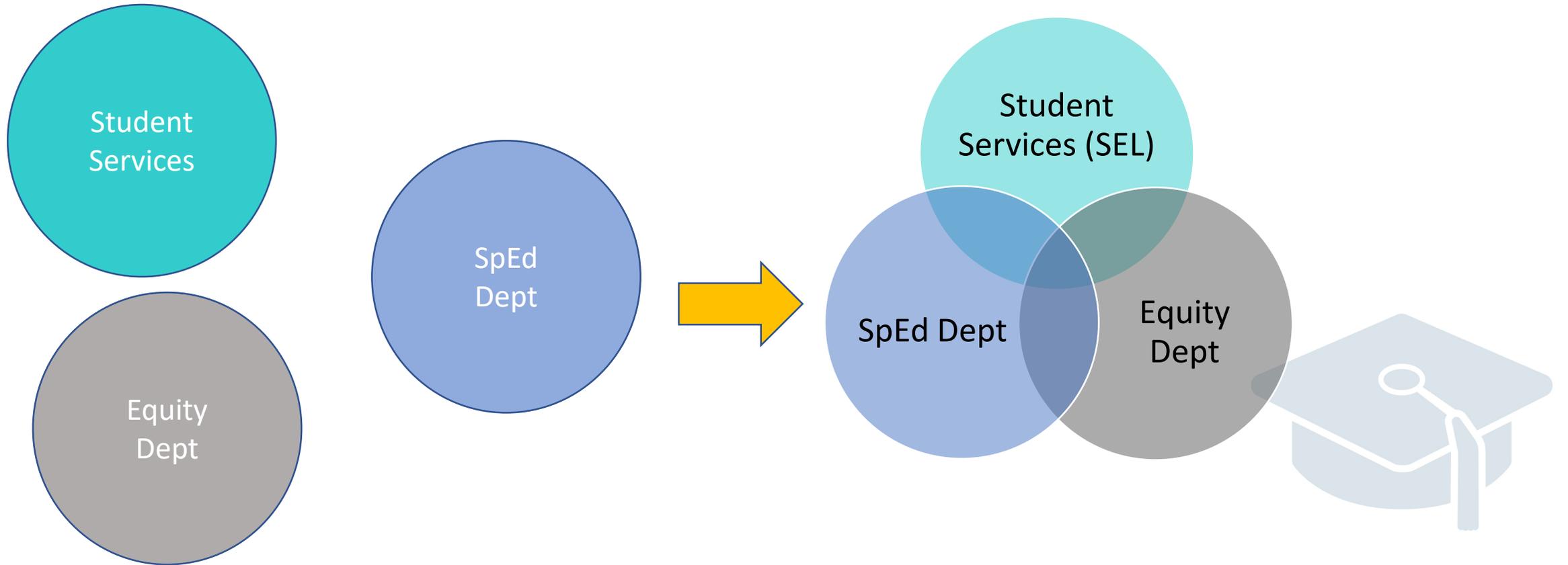
Snapshots:
**Culturally Responsive Teaching
w/Culturally Responsive
Curricula**



**“The lion’s story will never be known
as long as the hunter is the one to tell
it.” –African Proverb**



Snapshots: Working to Break Down Silos





WELL-BEING

We believe that all students must be safe and feel a sense of belonging if they are to succeed. It is our responsibility to create safe and inclusive learning communities in every school where every student and family is valued and welcomed.

Initiatives

- Multi-Tiered System of Support - Behavioral, Social and Emotional Support (MTSS-B)
- School Equity Teams
- Security and Emergency Preparedness
- Cyber-Safety
- Activities and Athletics



COMMUNITY ENGAGEMENT

We believe that strong communities build strong schools and strong schools build strong communities.

Initiatives

- District Equity Team
- Culturally Responsive Family Engagement
- Family and Community Feedback Processes

Community Engagement & Well-Being



The Story of Redmond Ridge

A place at the table means more than just being in the room. It involves having a plate, a knife, and a fork with every participant having space and a voice.



Scenario for Discussion & Reflection

Re: Redmond Ridge

The situation at Redmond Ridge presents a **fundamental** shift from primarily a numbers mindset to a more nuanced one where students are increasingly centered based on multiple factors and needs.

Therefore...

What does or could this mean for future shifts or changes for LWSD in general regarding policies and practices?





EXCELLENT STAFF

We believe that each employee in our district plays a vital role in contributing to the success of our students. We value all the professionals within our organization and are committed to ensuring that we support and develop a high quality and diverse workforce.

Initiatives

- Workforce Diversity
- Recruitment and Retention
- Professional Learning

Snapshots: So, What Are We Doing?

Diverse Workforce



Early Job Fairs and Job Postings

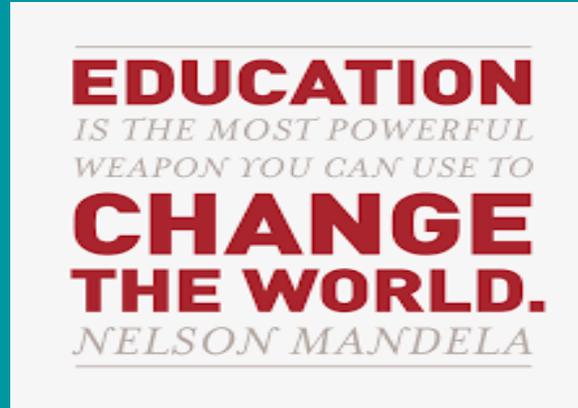
PD for leaders about the **strengths** of a diverse workforce

Advertising to appeal to a more diverse pool of potential staff

Bias training--how it shows up during hiring process

Adjustment in type of **interview questions**

Creating a Pipeline



TEAch program at Juanita H.S.

Diverse groups of students—race, gender, LGBTQ, ethnicity, and lived experiences

Focus: equity, quality teaching, relationship-building, and diversity in learning styles and needs

Learning and Growth



Provides fertile soil for **personal change**, as well.

Layered: teams, site/school level, and district-level support

Varied: race, organization (within and outside of district), and perspectives

Collaboration across divisions and schools

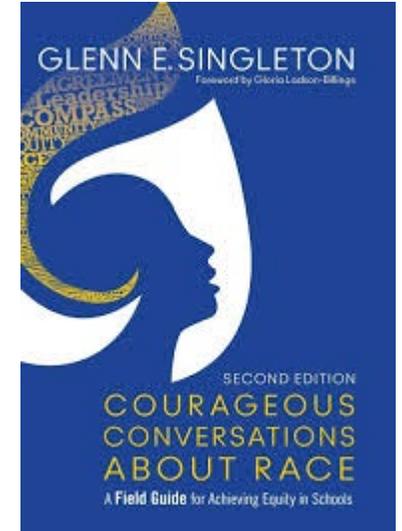
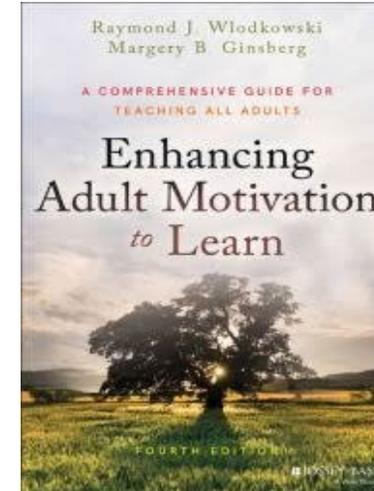
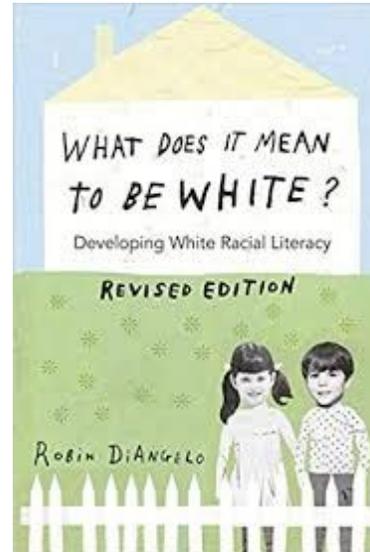
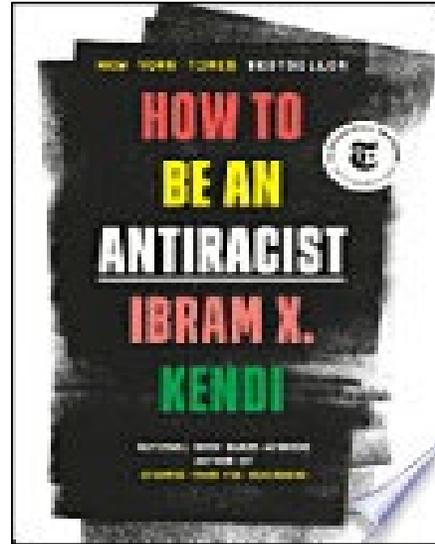
Highlights of Professional Development/Learning Plan

- ❑ Courageous Conversation's [Beyond Diversity](#) 2-Day Seminar for BET, CLT, and DLT
- ❑ [School and Site Equity Teams](#)—4 quarterly sessions (district level); 1-2 meetings monthly (at schools/sites)
- ❑ [Office Professionals](#)—2 sessions
- ❑ [Paras & Instructional Assistants](#)—2 sessions
- ❑ [Summer LEAP Sessions](#) for administrators, librarians, and transportation
- ❑ [Pilot work](#) at elementary and secondary levels
- ❑ [District Equity Team](#)—9 sessions (includes staff)
- ❑ [Nurses, Security, and Operational Directors](#)—1 session

Cycle of Cultural Competency



Some Texts that Guide Our Work



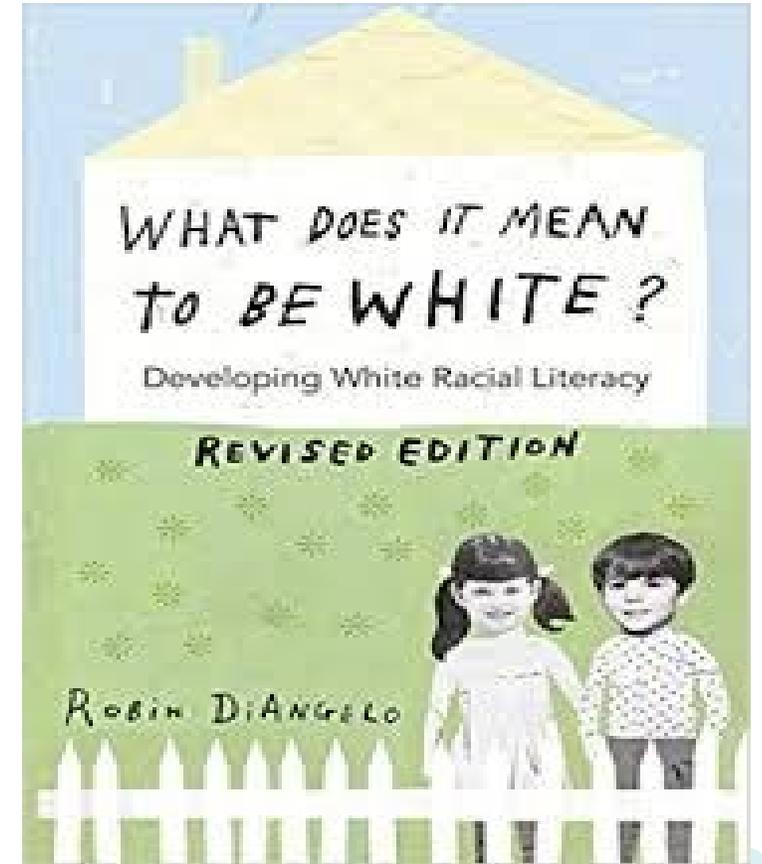
Next Step Considerations

PEG: Courageous Conversation

- **Beyond Diversity 1:** in district March 9th and 10th
- **Beyond Diversity 1:** Regional Summit at the end of June (Bellevue)
- **National Summit:** December 5th-9th in Austin, TX



Individual Reading





**It's About
the Journey**

"DO THE BEST
YOU CAN UNTIL
YOU KNOW BETTER.
THEN WHEN YOU
KNOW BETTER,
DO BETTER."

Maya Angelou

