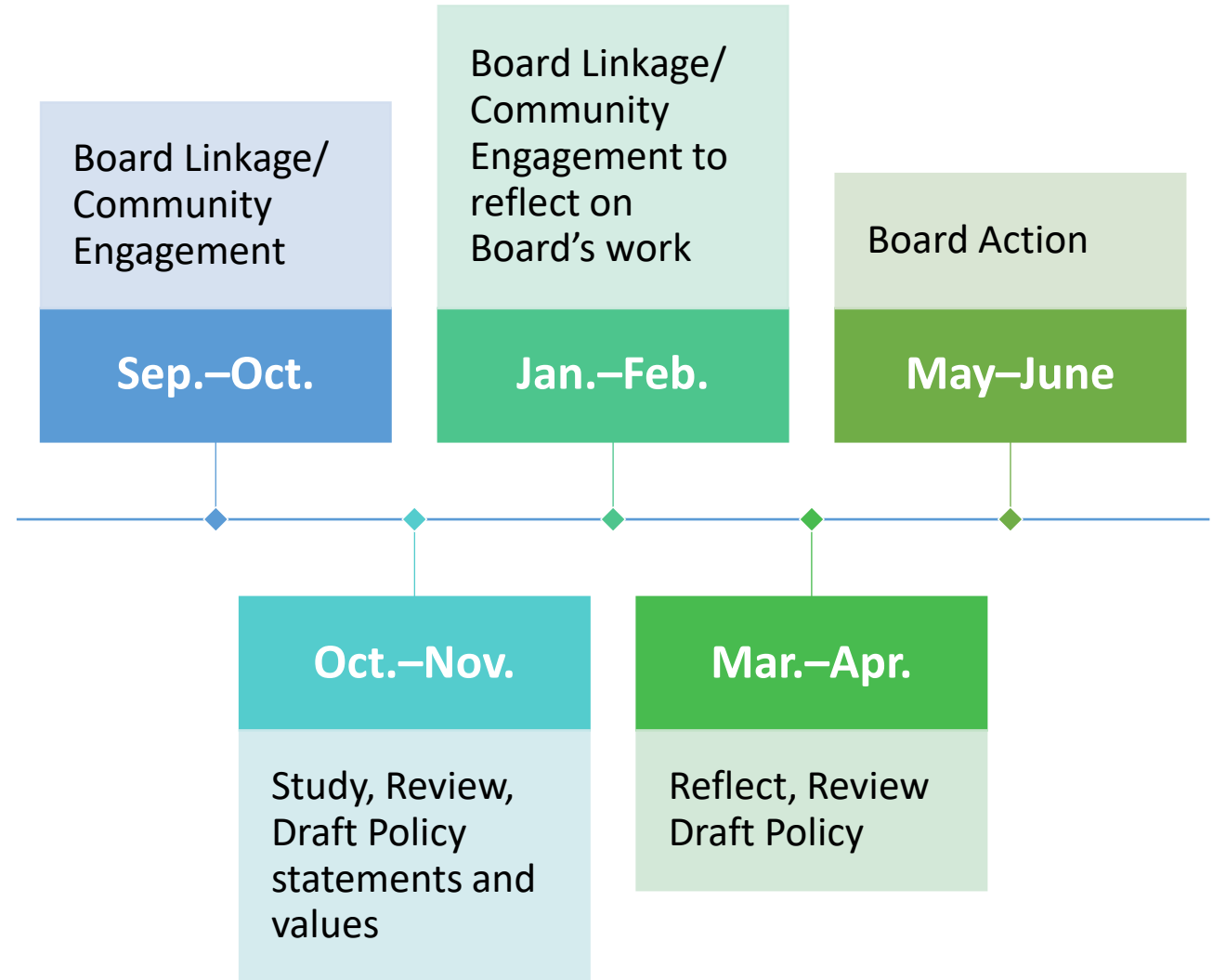


Developing a Board Equity Policy

LWSD Board Study Session
October 5, 2020



Process of Engagement and Policy Development



Types of Policy in LWSD

Board Policy

The School Board Sets Parameters for the Superintendent to achieve Specific outcomes

Example Board Equity Policy Statement:

The Superintendent shall ensure the organization receives racial equity training.

Administrative Policy

The Superintendent develops policies for the administration of the district in all areas of district operations.

Example of Administrative Policy Statement:

The Professional Learning Department will develop and implement a plan that ensures all staff participate in baseline equity training and receive annual training focused on racial equity training.

Guiding Questions in Linkages

1. What are your hopes and dreams for your children?

2. What have been barriers to success and access? What has allowed you to be successful?

3. What makes you feel like you belong in this community?

4. Is there anything else that you would like to share with the board?

Next Steps in Engagement and Policy Development

Tonight

- Review of example policy governance board equity policies
- Analysis and discussion

Next Meeting

- Review of linkage reports
- Reflection on implication of linkages with respect to board policy
 - In reflecting on the response to these questions in those conversations, what are some of the common themes that emerged?
 - In what way are those themes reflected in our current board policies?
 - In what way are those themes not reflected in our governance policies?

Example Policy Governance Board Equity Policies

- There are two school districts that use a policy governance system in the state of Washington that we are aware of having board policies on equity:
 - Issaquah
 - North Thurston.

Policy Reflection

- How is race isolated in these policies?
- What is the theory of action (if we do x, then y will result) that underlines these policies?
- Are there specific elements of these policies that resonate with the Board's desire to transform the District such that we can no longer predict the likelihood of certain educational outcomes on the basis of race or another characteristic?
- Are there elements missing that the Board would want to have in its policy?