

Example Policy #1: Issaquah School District: EL-16

We believe that each student has the potential to achieve, and it is our responsibility to provide all students the opportunity and support needed to meet their highest capability in a safe and welcoming environment. We acknowledge that systemic and institutional inequities and bias exist, creating barriers for student achievement and well-being. We are committed to raising the achievement of all learners regardless of race, status, varied ability, mental health, English language fluency, gender, gender identity, sexual orientation, religion, trauma impact, and geography. Our culture should promote the identification and removal of barriers causing predictability and disproportionality of the highest and lowest achieving groups.

EL-16 EQUITY

The Superintendent shall not fail to ensure an environment and culture that values and respects the diversity of its students and staff, addressing factors affecting student achievement and well-being.

Accordingly, the Superintendent shall not fail to:

1. Promote an environment and culture that is committed to every student having the opportunity to reach their full potential through educational equity. The Superintendent shall:
 - a. Recognize the existence of systemic and institutional inequities for students.
 - b. Actively encourage, support and expect high achievement and social-emotional well-being for students from all racial groups and other identified subgroups.
 - c. Provide equitable access and academic support throughout our educational system.
 - d. Provide curriculum that prioritizes diverse viewpoints and cultural relevance.
 - e. Promote an environment and culture that supports and encourages effective engagement of all students and fosters cultural competency in students.
 - f. Provide professional development, training, and engagement opportunities to inform and practice cultural competence, and increase awareness of personal and systemic bias and inequities in teaching, counseling, advising, and coaching practices, as well as in discipline, staff – student interactions, and staff – parent interactions.
 - g. Provide equitable access and an inclusive, welcoming, and safe environment to school activities, clubs, and athletics.
2. Collect, disaggregate, analyze, and utilize data in order to:
 - a. Identify inequities,
 - b. Develop and implement strategies and allocate resources towards eliminating those inequities, and
 - c. Establish and sustain equity-based accountability systems across the district.
3. Promote an environment and culture that supports and encourages effective engagement of all families, including those from diverse backgrounds.
4. Develop and implement strategies for effective partnerships between home, school, and the district, seeking out diverse perspectives on district initiatives, practices, and school climate.
5. Promote hiring practices to attract a highly-skilled and diverse workforce.
6. Promote a workplace environment and culture that supports retaining a highly-skilled and diverse workforce.

Adopted - June 27, 2018
Monitored Frequency – Annually

https://www.issaquah.wednet.edu/docs/default-source/administrative-departments/docs-for-links/el-16-equity-june-2018.pdf?sfvrsn=c06cc117_2

Example Policy #2: North Thurston School District: EL-11

POLICY - RACE AND EQUITY EL-11

The superintendent shall not fail to interrupt factors that perpetuate systemic inequities and/or practices that contribute to over and under representation of any student group compared to peers. The superintendent shall confront the institutional bias that results in predictability of student success or lack thereof, including but not limited to race and ethnicity, gender identity and sexual orientation, socioeconomic status, ability, language and culture.

1. The superintendent shall not fail to take all reasonable and prudent actions with respect to reporting, processing and tracking incidents of discrimination.
2. The superintendent shall not fail to:
 - a. Recruit, employ, support, and retain a workforce reflective of our diverse student population and continuously develop a workforce of culturally responsive staff;
 - b. Seek out and incorporate student voice in order to develop and maintain a safe and inclusive environment for each and every student;
 - c. Engage families and community partners in culturally-appropriate ways to ensure multiple cultural perspectives are elevated and valued;
 - d. Provide an environment that supports the creation and implementation of culturally-responsive instructional practices and curriculum;
 - e. Provide budget capacity to support the implementation of research-based best practices to eliminate inequities;
 - f. Know and analyze our student social emotional and achievement data (i.e. student surveys, state assessments, EasyCBM, attendance, discipline) from an equity lens to identify needs based on the inequities in the data;
 - g. Provide professional development, training and engagement opportunities to inform and practice cultural competence and increase awareness of implicit bias and inequities in leading, teaching, counseling, advising and coaching practices; and
 - h. Ensure that all students have equitable access to and provision of resources based on their unique needs. Identify and evaluate barriers that limit access to educational programs and create structures to minimize the impact;
 - i. Recognize and value the funds of knowledge that students and families bring to each classroom, school and our system as a whole.

Adopted: November 19, 2019 NTPS Board of Directors

https://www.nthurston.k12.wa.us/cms/lib/WA01001371/Centricity/Domain/9/EL-11_RaceandEquity.PDF