

## South Kitsap School District Equity Practice and Planning

### Equitable Institutional Practices

South Kitsap School District is deeply engaged in work around equity, race and identity to better foster and support an environment in which our students, families, and staff grow, thrive, and succeed. This work, and the language used to describe it, is rapidly evolving. This procedure will be reviewed at least annually to reflect current practices and language.

Institutional practices are those actions taken by an institution (a school, a department, the school district) that intentionally or unintentionally advantage or disadvantage certain groups. In working to become an anti-racist institution we must actively work to develop and implement practices that are equitable. We must also actively work to dismantle current practices that end with inequitable or discriminatory results.

**Objective:** By using an *Equity Lens* South Kitsap Schools aims to reduce inequities within the institution, including disproportionality in student outcomes. This *Lens* is intended to help implement the vision outlined in the District's strategic plan. This *Lens* will also develop a common vocabulary and protocol for developing and evaluating policies, programs, practices, and decisions to result in more equitable outcomes.

Recognizing that applying the *Equity Lens* might look different at the school, department, or district level, the *Equity Lens* should be considered in decisions such as staffing; budgeting; initiating, developing, or ending programs or procedures/processes; developing design specifications; allocating resources and opportunities; and purchase or implementation of instructional materials.

We acknowledge that the use of the equity lens can result in different decisions depending on the data set used and the people involved in the decision making. While reasonable people can disagree, decisions do need to be made and the lens should not be used to paralyze administrative action. To truly apply an equity lens to our work it is important that decision makers be involved in the broader South Kitsap community to ensure an understanding of our students, families and staff.

**Preparation: Prior to use of the Equity Lens each participant will pause and reflect on the following questions as an individual and as a combined decision-making team:**

1. Who is involved in making a decision? Who is at the table right now making this decision? What is my/our racial composition?
2. What dimensions of diversity beyond race (gender, class, sexuality, gender identity, culture, age, ability, immigrant status, etc.) are represented here? Who is not?
3. Based on our group membership, what inherent biases do we bring to the table?
4. What institutional power within the organization do we have? What powers do we not have?

**Equity Lens Process:** The following questions and the impacts on historically marginalized groups and communities will be considered prior to any/all decision making:

1. Who are the groups affected by this policy, program, practice or decision? What are the potential impacts on these groups?
2. Does this policy, program, practice or decision have unintended consequences, such as ignoring or worsening existing disparities?

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3. How have we intentionally involved stakeholders who are also members of the communities impacted by this policy, program, practice or decision? Can the stakeholders validate the assessments in questions 1 and 2?
4. How does this policy promote racially inclusive practices?
5. How does the policy educate on racial issues or raise racial consciousness?
6. What are the barriers to a more equitable implementation of the policy, program, practice or decision? (Consider mandates, politics, emotions, finances, or programs.)
7. How will we mitigate any negative impacts and address any barriers that you have identified?

**Commitments:** In addition to using the *Equity Lens*, the South Kitsap School District will:

- Implement a proactive strategy to recruit, employ, support, retain, and continuously develop a workforce of racially and culturally competent administrative, instructional, and support staff that increases the diversity and inclusiveness of the South Kitsap work environment and reflects the district strategic plan.
- Distribute South Kitsap resources in a way that considers equity in a student-centered mindset to eliminate or significantly reduce systemic, measurable inequities in achievement.
- Continuously and comprehensively review disaggregated district-, school-, and student-level data to identify areas of disproportionality and identify strategies to eliminate achievement gaps.
- Assure that all students have access to the same rigorous, culturally relevant, standards-based materials and instruction while ensuring the creative use of culturally relevant supplemental materials that engage our community of diverse learners.
- Incorporate student voice as a critical part of decision-making.
- Implement and monitor culturally responsive, anti-racist and gender affirming practices throughout the district and in each school. This can be accomplished through the development of equity teams and the creation of norms and protocols to support these conversations.
- Foster a work environment that provides a safe environment for staff of color that includes accountability of professional and respectful behaviors.
- Hold each other accountable for our individual and collective responsibility to intervene when they see instances of inequity, racism, and institutional bias.

**After Action Reflection:** After implementation of the decision what happened?

1. Did we succeed in advancing equity? To what degree? How do we know? (what evaluation tools & measures were used to determine the impacts of our decision?) If no, what steps are we taking to ensure equity is still achieved?
2. Who helped us in ways you did not expect?
3. What are the unintended consequences, positive or negative?
4. How have we invited authentic feedback (especially from those impacted) on our process and our outcomes?

**Accountability:** At least annually the Superintendent (or his/her designee) will provide updates on each area of work, including progress made and areas for improvement, as well as areas that will be changing for the upcoming year. The update should include both qualitative and quantitative data and may result in recommendations to change policies, procedures, or practices throughout the district.