

ANTI-RACISM, ANTI-DISCRIMINATION, EQUITY, AND INCLUSION IN EDUCATION
RESOLUTION NO. 2318

WHEREAS, the mission of the Lake Washington School District (LWSD) is “Each student will graduate prepared to lead a rewarding, responsible life as a contributing member of our community and greater society;” and

WHEREAS, this Board takes an unwavering stand against racism and discrimination on our school campuses and in our work environments; and

WHEREAS, this Board believes all students have an absolute right to a learning environment where they are safe, included, and able to thrive; and

WHEREAS, this Board has developed Results Policies indicating expected educational outcomes for students which apply to each student regardless of background experiences, racial make-up, or any other factor; and

WHEREAS, this Board commits to continuing and expanding the systems level work that has been started within the district with the intent of creating a fair and just educational system for LWSD students; and

WHEREAS, the District has publicly stated a commitment to equity and committed to dismantling systems that have historically marginalized and oppressed based on race, ability, religion, language, culture, ethnicity, income, sex/gender, gender identity/expression, sexual orientation, and other aspects of student identity; and

WHEREAS, the District has actively worked to develop the Equity and Family Engagement (formerly: Opportunity, Equity, and Inclusion) Department since 2017 through:

- Creation of the District Equity Committee in 2017 for the purpose of engaging with community and for direct input into the considerations and decisions related to issues of equity;
- Creation of school-based Equity Teams in 2017 in all schools to localize engagement and considerations specific to a school and the school community;
- Creation of a director position in 2018 to lead the department in support of professional learning and program outcomes;
- Expansion of department budget from 2018-2021 to provide opportunity to impact the experiences and learning of staff, support parents and families, and further the efforts to create a more fair and just educational system;
- Strategic increase in department staffing from 2018-2021 to address identified areas of need and support the overall mission of the department;
- Collaboration and support for ongoing professional development for certificated, classified, and administrative staff focused on issues of bias, anti-racism, inclusive practices, and culturally responsive teaching;
- Cultivation of programs to support community and family engagement such as Natural Leaders, Cultural Liaisons, McKinney Vento, and other supports; and

WHEREAS, this Board publicly stated in June 2020, *“In the present, we acknowledge that we do not have all the answers. In the present, we understand that those furthest away from economic, racial, and/or educational justice are in those places and positions because of inequities inherent in our structures, systems, and institutions;”* and

WHEREAS, this Board confirms and agrees with the District’s purpose in focusing on equity work is, *“To ensure academic success for all students by closing opportunity gaps for students and providing equitable and inclusive working and learning environments for all students, families, staff, and communities;”* and

WHEREAS, this Board confirms and agrees with the District’s theory of action that, *“By committing to equity we will: (1) Remove the predictability of success and failure that currently correlates with race or any social/cultural factor; (2) Interrupt inequitable practices, examine biases, and create inclusive school environments for all students; and (3) Discover and cultivate the unique gifts, talents, and interests that every human possesses;”* and

WHEREAS, this Board believes that our educational system must provide the resources and support to ensure each student will graduate from our schools regardless of lived experience or other factors, not all LWSD students are achieving at comparably high levels. Achievement levels are unacceptably predictable based on race, economic status, ability level, and other demographic factors. Current outcomes demonstrate ongoing and persistent gaps for a number of student groups. Eight years of data shows that 89-94% of LWSD students graduate within four years. In contrast:

- Our school district graduates students receiving special education programs and services at a rate 20-30% lower than peers,
- Our school district graduates Black/African-American students at a rate 10-19% lower than peers,
- Our school district graduates Hispanic/Latino students at a rate 4-13% lower than peers,
- Our school district graduates students from low-income households at a rate 10-20% lower than peers,
- Our school district graduates male students at a rate 2-8% lower than female peers and,

WHEREAS, this Board believes that our educational system must provide the resources and support for each student to achieve overall success. Third grade literacy is a key indicator of system success and future academic readiness for students. Current outcomes demonstrate ongoing and persistent achievement gaps for a number of student groups. Five years of data show that 79-84% of all third graders achieved proficiency in reading. In contrast:

- Our school district has only brought 40-50% of students receiving special education programs and services to proficiency in literacy by the end of third grade,
- Our school district has only brought 50-60% of Black/ African American students to proficiency in literacy by the end of third grade,
- Our school district has only brought 54-60% of Hispanic/Latino students to proficiency in literacy by the end of third grade,
- Our school district has only brought 46-49% of students from low-income households to proficiency in literacy by the end of third grade,
- Our school district has only brought 74-79% of male students to proficiency in literacy by the end of third grade while our school district has brought 83-85% of females to proficiency in literacy by the end of third grade,

Similar persistent gaps of concern exist at the key benchmarks of 5th grade and 8th grade ELA and math SBA achievement data, and are echoed through other grade levels, subjects, and metrics.

WHEREAS, this Board expects our schools to be safe and inclusive for each student yet there are student experiences in our schools that are unacceptable as demonstrated in a formal report from the Puget Sound Educational Services District in 2017, LWSD students report that, *“All [interviewed] students talked about the prevalence of stereotyping and hostile racial comments they experienced. Some students said that this type of harassment was committed by “friends” who were “just joking” and “didn’t mean anything” by it. Other students mentioned the climate in the wake of the Presidential election in which classmates told them to “go back to Mexico” or made comments about their parents being gardeners or housekeepers. Others reported seeing Muslim students not treated well and several mentioned anti-Lesbian, Gay, Bisexual Transgender, and Questioning (LGBTQ) comments or teasing. Students’ observations about their teacher’s reactions to these comments varied. Some students reported that teachers were responsive and intervened, but many said that teachers heard the comments but did nothing;”* and

WHEREAS, the Board acknowledges that parents, educators, students, and the community are important partners, each having a significant role in meeting the needs of students by eliminating opportunity and access gaps – each sharing a common goal of supporting the health and academic achievement of every student; and

WHEREAS, the District has partnered with outside experts such as [Pacific Educational Group](#), Puget Sound Educational Service District’s [Equity in Education Department](#), [Cultures Connecting](#), the University of Washington [Haring Center for Inclusive Education](#), [the Center for Strengthening the Teaching Profession](#) (CSTP), and [the TIES Center](#), and others for professional learning and support for equity, inclusion, and racial equity efforts; and

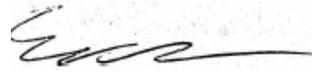
WHEREAS, student voice and their experiences and expectation is foundational to the Board’s commitment to creating a fair and just educational system; and

NOW, THEREFORE, BE IT RESOLVED that the Lake Washington Board of Directors commits to:

- Address issues of racism, discrimination, marginalization, lack of inclusion, oppression, systemic bias, and inequitable practices in Lake Washington School District.
- Continue and expand ongoing efforts to identify and address disparities in academic outcomes by holding the Superintendent accountable for the policies and procedures; specifically, related to Operational Expectation-14: Anti-Racism, Anti-Discrimination, Equity, and Inclusion in Education.
- Continue and expand ongoing efforts to identify and address disparities and disproportionalities in discipline by holding the Superintendent accountable for the policies and procedures; specifically related to Operational Expectation-14: Anti-Racism, Anti-discrimination, Equity, and Inclusion in Education.
- Continue and expand equitable access to educational and programmatic opportunities by holding the Superintendent accountable for the policies and procedures; specifically related to Operational Expectation-14: Anti-Racism, Anti-Discrimination, Equity, and Inclusion in Education.
- Participation in ongoing Board development and Board assessment related to equity, implicit bias, and anti-racism.
- Use a transparent equity framework for policy review, analysis, and decision making.
- Review, analyze, and revise Board Policies and practices with an equity lens to ensure that board policies do not reinforce existing inequalities that address systemic bias and inequitable practices.
- Ensure ongoing community engagement with impacted stakeholders related to Operational Expectation-14: Anti-Racism, Anti-discrimination, Equity, and Inclusion in Education.
- Provide transparency and accountability in the monitoring of Board policies, as defined by our [governance process](#).

ADOPTED by the Board of Directors of Lake Washington School District
No. 414 in a regular meeting held on the 13th day of September 2021.

BOARD OF DIRECTORS
LAKE WASHINGTON SCHOOL DISTRICT NO. 414



Attest:



Secretary, Board of Directors