

**Shoreline School District #412
King County, Washington**

RESOLUTION 2020-12

**SUPPORT FOR DEVELOPMENT, ADDITION AND INTEGRATION OF ETHNIC STUDIES
FOR SHORELINE STUDENTS**

A RESOLUTION of the Board of Directors of Shoreline School District #412 on the development, addition, and integration of ethnic studies in the education of the students of Shoreline.

WHEREAS, School Board Policy 0150 on Race and Equity includes our aspiration to “provide respectful and relevant learning environments that leverage diversity and create schools where students, families, community members and employees feel welcomed and supported;” and

WHEREAS our policy further indicated “Race as well as socio-economic status, gender, sexual orientation, gender identity or expression, and ability must cease to be a predictor of student success;” and

WHEREAS, in 2020, the state's supplemental operating budget required school districts to use the equivalent of one state-funded professional learning day on the topics of racial literacy, cultural responsiveness and stereotype threat for the purposes of closing persistent opportunity gaps; and

WHEREAS, the School Board is committed to investing in professional development to strengthen employees' knowledge and skills for eliminating opportunity gaps and other disparities in achievement; and

WHEREAS, Shoreline schools have Race and Equity Teams, supported by the Department of Equity and Family Engagement as well as Equity Leads at each school to support equity initiatives; and

WHEREAS, 185 staff members in Shoreline have attended Beyond Diversity training either locally or at the national summit; and

WHEREAS, 80 staff members in Shoreline attended Culturally Responsive Teaching training with Zaretta Hammond and continued this work throughout the year using our early releases; and

WHEREAS, many more staff members have engaged in the work of equity in our district through additional professional development offerings including Race and Equity 101, 201 and 301; and

WHEREAS, the Board acknowledges the academic research that associates the overwhelming dominance of Euro-American perspectives in textbooks, curricula and instruction and marginalization of scholarship and accomplishments by people of color as contributors to disengagement from academic learning of many students of color; and

WHEREAS, ethnic studies emerged as an interdisciplinary area of study in the 1960s as a result of the Civil Rights movement that focused on the history, culture, language and literature of people of color in the United States and globally; and

WHEREAS, research done by the National Education Association and Stanford University found that high school students who participated in an ethnic studies course showed increases in attendance, grades, and credits; and

WHEREAS, the School Board recognizes that all students benefit when accurate and complete history is taught, understood and celebrated and that all students will learn better, be more successful and develop positive aspects of identity and that the availability of and emphasis on ethnic studies in our schools will support the District's goal of eliminating the opportunity gaps and help prepare our students for college, career, and life; and

WHEREAS, Policy 2311, Selection and Adoption of Instructional Materials indicates: "Decisions for all materials shall use a process approved in the Instruction Department that includes consideration of the varied individual needs of students; opposing points of view; and respect for the diversity of American life including gender, religion, ethnicity and culture;" and indicates that it is the policy "To select instructional materials that eliminate bias pertaining to sex, race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental or physical disability or the use of a trained guide dog or service animal"; and

WHEREAS our District's Instructional Strategic Plan adopted by the board in 2017 indicates that "We view diversity as an asset" and further states our believe that "students will broaden their perspectives by seeking to understand the perspectives and experiences of others to enable then to work collaboratively" and further indicates that we will "Teach in ways that are relevant, engaging, innovative, student-driven and rigorous"; and

WHEREAS, students and community members in our District have expressed a shared interest in this work through petitions, emails and board meeting comments; and

WHEREAS, in light of ongoing police brutality protests, Black Lives Matter marches in our community and our nation, and a clear sense of moral imperative and urgency given our continued opportunity gaps; and

WHEREAS, the Office of the Superintendent of Public Instruction provides free resources and materials and training to support districts in the implementation of the Since Time Immemorial curriculum; and

WHEREAS, per RCW 28A.320.170 when a school district board of directors reviews or adopts its social studies curriculum, it shall incorporate curricula about the history, culture, and government of the nearest federally recognized Indian tribe or tribes, so that students learn about the unique heritage and experience of their closest neighbors; and

WHEREAS, Substitute Senate Bill 5023 mandated that by September 1, 2020, the Office of the Superintendent of Public Instruction shall make available ethnic studies materials and resources for use in grades seven through twelve designed to prepare students to be global citizens in a global society with an appreciation for the contributions of multiple cultures;


NOW, THEREFORE, be it resolved, by the Board of Directors of Shoreline School District as follows:

1. We affirm our belief that the integration and addition of ethnic studies into the education of Shoreline School District's students can have a positive impact on eliminating opportunity gaps.
2. We direct that the 2020-2021 Board, Superintendent and District priorities include the provisions below.
3. We direct the Superintendent to assess the current state of implementation of ethnic studies including Since Time Immemorial, and Black Lives Matter curriculum in all schools, grade levels and classrooms, identify available curriculum resources, and document successful practices already in use within schools with a report to the Board by November 16.
4. We direct the Superintendent to follow district-established processes, best practices and necessary considerations to explore the creation of an ethnic studies course as a graduation requirement with a recommendation to the Board by January 11.
5. We direct the Superintendent to include members in the DIMC and PACT committees to represent expertise in ethnic studies and a variety of racial and ethnic perspectives including local tribal perspectives.
6. We direct the Superintendent to create a schedule to implement plans for district-wide integration of ethnic studies into existing and future K-12 curriculum, including courses required for graduation, while taking into consideration budget constraints, and report to the board by December 7 on the progress of the development of this plan.
7. We expect training opportunities to be provided to Shoreline School District's teaching staff to enable them to fully utilize existing instructional materials and access professional development opportunities that strengthen ethnic studies and implementation of the curriculum and increase pedagogical knowledge, skill and relationships building to effectively engage students with the materials.
8. We expect Shoreline School District's teaching staff to receive training to fully implement state requirements on teaching about the Native Americans of the region, and the history and government of the 29 sovereign tribal nations within the boundaries of Washington State and to be given access to professional development opportunities that strengthen knowledge and skill to effectively engage students with the materials. We further expect that once they have this training, they will be given the support they need to fully implement this curriculum.
9. We expect district-wide participation in Black Lives Matter at School during the annual week of action celebrated nationally through discussions and activities that take place in classrooms and beyond.
10. We direct the Superintendent to develop hiring practices to include assessment of skills and knowledge of ethnic studies for new hires.

ADOPTED by the Board of Directors of Shoreline School District #412, Shoreline, Washington, at its regular meeting of July 20, 2020.

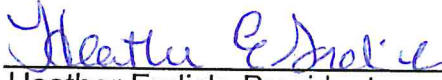
Dissented:

Attest:

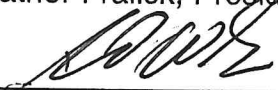


Rebecca L. Miner, Secretary *KS*
Shoreline Board of Directors

Shoreline Board of Directors



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3