



Shoreline School District #412
King County, Washington

RESOLUTION 2021-7
**SUPPORT FOR IMPLEMENTATION OF ANTI-RACISM
FOR SHORELINE STAFF and STUDENTS**

A RESOLUTION of the Board of Directors of Shoreline School District #412 on becoming an anti-racist organization and the implementation of anti-racist practices and accountability in the experience of staff and students of Shoreline.

WHEREAS, the mission of the Shoreline School District is to provide a collaborative learning community which engages all students in learning the academic and work-life skills needed to achieve their individual potential and become responsible citizens; and

WHEREAS, our Instructional Strategic Plan indicates that respect, empathy and collaboration are at the core of community and diversity makes our community stronger; and

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 our board has further indicated their support for Race and Equity by passing Resolution 2020-12, Support for Development, Addition and Integration of Ethnic Studies for Shoreline; and

WHEREAS Black, Indigenous and People of Color (BIPOC), by virtue of their unique history, treatment, and past and present experiences in the United States, have been denied equal access and been disproportionately affected by racism; and

WHEREAS these groups are often intentionally targeted because of their race which leads to racial trauma;¹ and

WHEREAS the Shoreline School District acknowledges that interpersonal racism exists within public school systems and the Shoreline School District and is committed to working until race is no longer a predictor of overall staff and students’ school experience and success; 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, 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

¹ <https://mhanational.org/racial-trauma>

WHEREAS we acknowledge the role socio-political identity markers play into race, and for that reason acknowledges that the intersection of race with ability, gender, sexual orientation, class and language etc. can create additional impacts on Black, Indigenous students and staff of color,

THEREFORE, be it resolved:

The following steps will be taken, within existing legal parameters, to address these racist impacts within the District.

The District:

- Develop a systematic approach to assessing and monitoring district and school climate, ensuring that implicit bias, racism and oppression and its potential consequences are understood, and that Black, Indigenous and students and staff of color feel welcome, affirmed, supported and respected.
- Take timely action, that will not further victimize or harm people, to reduce the impact of racism from within the district and the community it serves.
- Assume proactive responsibility for teaching students and staff about racism's causes and effects.

The School Board shall charge and hold the Superintendent accountable for taking steps to implement the goals of this resolution including enacting the following:

- Set measurable goals including timelines for implementation, (for assessment of the implementation of this resolution, and develop systems for accountability including bi-annual progress updates to the Board of Directors. The first report to the Board, including the goals and timelines for implementation, will occur not later than November 1, 2021.
- Develop and revise the Student and Staff Rights and Responsibilities Handbook and discipline policies to reflect the impact racially derogatory language and actions have on Black, Brown, Indigenous and Asian people, and take appropriate actions to educate and correct behavior of the perpetrator.
- Review and adjust grading, discipline, and special education/program identification practices to remove the disproportionality that exists for BIPOC students.
- Establish Anti-Racism Hate and Bias Plan in each school that includes staff training and accountability measures.
- Develop a plan for and allocate resources for on-going anti-racism training for all staff, students and the Board of Directors.
- Implement processes for both staff and students to report and receive support when racist incidents occur.
- Hold students accountable for interpersonal racist acts with consequences that could include restorative justice and progressive discipline, consistent with the district's Policy and Procedure 3300 and 3310.
- Guarantee that retaliation against anyone who reports racist incidents will be investigated and addressed.
- Hold staff accountable for interpersonal racist acts including discipline according to the relevant collective bargaining agreements when appropriate.

- ❑ Make staffing, budgetary and policy adjustments as needed to support anti-racism implementation.
- ❑ Recruit, hire, and retain racially diverse staff.
- ❑ Create a mechanism for community and family engagement and authentic and equitable partnership.

Definitions

Anti-Racism is defined as the work of actively opposing racism by advocating for changes in political, economic, and social life. Anti-racism tends to be an individualized approach, and set up in opposition to individual racist behaviors and impacts. SOURCE: Race Forward, "Race Reporting Guide" (2015).

Racism, commonly defined as "prejudice + power," is prejudice or discrimination against someone based on their race. Underlying this is the belief that certain racial groups are superior to others. Racism can be manifested through beliefs, policies, attitudes, and actions. Racism comes in several forms, including:

Individual or internalized racism is racism that exists *within* individuals. It is when one holds negative ideas about their own culture, even if unknowingly. Xenophobic feelings or one's internalized sense of oppression/privilege are two examples of individual or internalized racism.

Institutional racism recognizes that racism need not be individualist or intentional, and institutional racism refers to institutional and cultural practices that perpetuate racial inequality. Benefits are structured to advantage powerful groups at the expense of others. Jim Crow laws and redlining practices are two examples of institutional racism.

Interpersonal racism is defined as words, deeds or other actions expressed through discourse, attitudes, and behaviors that work in various, often reinforcing ways, to perpetuate racial group inequity and cause racial harm on Black, Indigenous, and People of Color.

Structural racism refers to the ways in which the joint operation of institutions (i.e., inter-institutional arrangements and interactions) produce racialized outcomes, even in the absence of racist intent. Indicators of structural racism include power inequalities, unequal access to opportunities, and differing policy outcomes by race. Because these effects are reinforced across multiple institutions, the root causes of structural racism are difficult to isolate. Structural racism is cumulative, pervasive, and durable.

Restorative Justice empowers students to resolve conflicts on their own and in small groups, and it's a growing practice at schools around the country. Essentially, the idea is to bring students together in peer-mediated small groups to talk, ask questions, and air their grievances.

(Racial Equity Tools, Edutopia)

Cross References

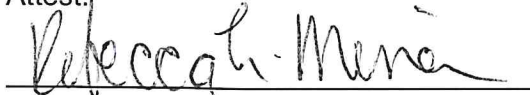
http://web.shorelineschools.org/school_board/policy_manual/content/5308.pdf
https://web.shorelineschools.org/school_board/policy_manual/content/3308.pdf
http://web.shorelineschools.org/school_board/policy_manual/content/3310.pdf
http://web.shorelineschools.org/school_board/policy_manual/content/5255.pdf

(Adapted from Association for Prevention Teaching and Research anti-racism policy statement)

ADOPTED by the Board of Directors of Shoreline School District No. 412, Shoreline, Washington, in its regular meeting of May 3 2021.

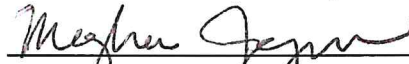
Dissented:

Attest:



Rebecca L. Miner, Secretary
Shoreline Board of Directors

Shoreline Board of Directors



Meghan Jernigan, President



Rebeca Rivera, Vice President



Sara Betnel, Director



Sarah Cohen, Director



Emily Williams, Director