

EDUCATIONAL EQUITY

We as a district are committed to an inclusive, diverse and equitable learning environment where all students and staff know they belong. We as a district will place equity at the center of all decision making and planning, ensuring that all students and staff have a voice and the resources they need to thrive academically, socially and emotionally in our schools.

The Board of Directors commits the district in its entirety to the core value of mutual respect for each person regardless of individual differences or characteristics. The district expects this value to be manifested in the daily behavior of all constituents. Discriminatory language and actions on district property or at district-sponsored activities by school directors, staff, parents, volunteers, contractors, or visitors is prohibited.

Diverse needs among students require equitable, not equal, distribution of resources. The responsibility for student and staff success is broadly shared by district staff, administrators, instructors, community, and families. The district commits to serve every student, especially those who have been overlooked and/or under-represented and experience barriers, not limited to race, ethnicity, gender, gender identity, gender expression, sexual orientation, neurodivergence, disability, religious beliefs, immigration, and socioeconomic status.

The district strategic plan guides this Equity Policy. In support of this policy, the Board of Directors expects its members and all interested parties to:

- Address racist, biased, discriminatory, threatening language and actions each and every time it is heard and seen;
- Seek out and identify inequitable policies, procedures, curriculum and instruction that leads to and contributes to systemic bias;
- Endeavor to learn diverse perspectives, languages, and cultures of students, families, and colleagues;
- Identify and address barriers to education based upon race, ethnicity, gender, gender identity, gender expression, sexual orientation, neurodivergence, disability, religious beliefs, immigration and socioeconomic status;
- Commit to ongoing professional development related to structural inequality and its impact on the learning environment;
- Celebrate differences in culture, ethnicity, race, gender, and life experience;
- Refrain from use of discriminatory and abusive language and behaviors that might provoke fear, anger, frustration, and alienation;
- Amplify voices of frequently marginalized individuals to ensure access to a safe, supportive learning and work environment; and
- Seek out and adopt rigorous curriculum and instruction that is representative, inclusive, diverse, culturally relevant to all students and backgrounds and empowers students for success in school and beyond.

Discriminatory language and actions for the purposes of this policy, includes but is not limited to the following:

- Use of discriminatory, insulting or disrespectful nonverbal actions;

- Taunting, jeering, or inciting others to taunt or jeer an individual or group based on race, ethnicity, gender, gender identity, gender expression, sexual orientation, neurodivergence, ability religious beliefs, immigration and socioeconomic status.
- Use of offensive racial, gender-biased, or discriminatory epithets or slurs;
- Gesturing or posturing in a manner that puts another in fear for his/her/their personal safety;
- Harassing conduct may include verbal acts and name-calling, graphic and written statements, or other conduct that may be physically threatening, harmful, or humiliating. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents.

Addressing Uncivil Conduct

Interested parties will address discriminatory language and behaviors in the following manner:

- Immediately caution or warn any speaker who is engaged in discriminatory language or actions;
- If the conduct does not cease, report conduct to an administrator who will admonish the individual and educate the offender on equitable words and actions and/or employ restorative justice;
- Attempt to resolve differences first in a private conversation. If that is not feasible or successful, report discriminatory language or actions to an appropriate administrator to conduct a private conference with all parties of concern;
- Persons who observe or experience discriminatory language or actions have an obligation to intervene, report the discriminatory language and actions to a supervisor, or reflect back to the offender on the impact of that behavior;
- Supervisors are obligated to address reports of discriminatory language and actions;
- Employees who engage in discriminatory language and actions may be subject to corrective action or discipline; and
- Retaliation for reporting allegations will result in discipline.

Stanwood-Camano School District recognizes that social inequities impact access to education. We commit to identifying and addressing these inequities through ongoing education and review of policies and practices; therefore, this policy and any subsequent procedures will be evaluated and updated routinely.

Cross References:	Policy 3206	Sexual Harassment of Students
	Policy 3207	Prohibition of Harassment, Intimidation and Bullying
	Policy 3210	Nondiscrimination
	Policy 3211	Gender Inclusive Schools
	Policy 5010	Nondiscrimination
	Policy 5011	Sexual Harassment
	Policy 5161	Civility in the Workplace

Adoption Date: 08.16.22
 Stanwood-Camano School District
 Revised: