**Lake Washington School District**

**School Board Policy**

**Operational Expectation 14:**

**Anti-Racism, Equity, and Inclusion in Education**

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| Book | Board Policies |
| Section | Operational Expectations (OE) |
| Title | Anti-Racism, Equity and Inclusion in Education |
| Code | OE-14 |
| Status | First Reading |
| Adopted | TBD |
| Last Revised |  |

***Board Values:***

The Board takes an unwavering stand against racism and discrimination on our school campuses and in our work environments. We value the cultural and ethnic diversity represented in the community which is the foundation that makes our community strong and vibrant.

All students have an absolute right to a learning environment where they can thrive. The Board recognizes the value of students’ diverse ideas and contributions and believes that students’ identities and backgrounds should actively contribute to their successful academic outcomes. We strive to provide students, staff and families with safe, inclusive, and equitable learning and working environments.

The Board believes that each student has the potential to achieve excellence, learn at high levels and accomplish significant academic and personal goals. The Board is committed to ending systemic racism, marginalization and inequities which negatively impact student educational outcomes in Lake Washington School District. Furthermore, the Board recognizes that by addressing disparities, all students will be better served by a more just educational system. The Board commits to ongoing dialog and engagement with the community to ensure transparency related to this policy. Through the Board’s policy development, monitoring and evaluation we hold the Superintendent accountable for our stated values and expectations.

***Policy Background:***

Educational systems have marginalized, discriminated against, and limited opportunities and access for many students based on race, ability, religion, language, culture, ethnicity, income, sex/gender, gender identity/expression, sexual orientation and other aspects of student identity. With predictability, students from many of these groups have experienced disproportionately lower educational outcomes. The Board’s Results Monitoring Reporting indicates there are student groups that are not experiencing the same levels of success as their peers. A failure to effectively address inequities and biases creates a lack of belonging and academic and social emotional barriers that takes an emotional toll (such as fear, anger, disengagement) on students and families, while perpetuating disproportionate educational outcomes for our students.

***Directive to the Superintendent:***

The Superintendent shall establish and maintain a ~~an inclusive~~ culture of high expectations for students. Furthermore, the Superintendent shall identify and eliminate~~, staff and families~~ ~~that identifies and eliminates~~ discriminatory beliefs, practices, and prejudices ~~and that results~~ to ensure ~~that result~~ ~~resulting~~ ~~in~~ equitable opportunities and outcomes for students.

**The Superintendent will:**

**14.1** Ensure students have an anti-racist, inclusive, equitable, welcoming, and safe school and classroom environment. (cross-reference: OE-10.2, R-3)

**14.2** Ensure staff have an anti-racist, inclusive, equitable, welcoming, and safe work environment. (cross-reference: OE-4.10)

**14.3** Provide all students with equitable access to opportunities including extra-curricular activities (i.e. school clubs and athletics) and educational programs. (cross-reference: OE-11.4 and OE-11.5)

**14.4** Ensure appropriately rigorous expectations for students and appropriate supports, leading to student success. (cross-reference: OE-10.1)

**14.5** Provide curriculum and instruction that is culturally responsive and inclusive ~~also providing for the social/emotional well-being of students~~.

**14.6** Ensure a highly qualified and diverse workforce through strategic recruitment, hiring and retention practices. (cross-reference: OE-4.3)

**14.7** Ensure staff receive ongoing professional development to learn and put into practice equity, diversity, inclusion, cultural-responsiveness, and anti-racism to increase awareness of personal bias and recognize systemic bias and inequities.

**14.8** Incorporate diverse perspectives and communication strategies in district/school initiatives and decisions ~~by implementing and maintaining effective partnerships and communication systems~~. (cross-reference: OE-9.2)

**14.9** Provide culturally responsive and safe methods to address concerns, grievances or violations of this policy. (cross-reference: OE-3.2)

**14.10** Collect, disaggregate, analyze and utilize data to identify and address inequities.

**14.11** Develop and maintain a culturally responsive system to analyze and allocate fiscal and human resources. (cross-reference: OE-5 and OE-6)