



SCHOOL BOARD ACTION REPORT

DATE: October 23, 2020
FROM: Directors Chandra Hampson, Zachary DeWolf

For Introduction: November 4, 2020
For Action: November 4, 2020

1. TITLE

Amending Board Policy No. 0030, Ensuring Educational and Racial Equity

2. PURPOSE

This Board Action Report makes one edit to Board Policy No. 0030, Ensuring Educational and Racial Equity, to require, rather than authorize, the Superintendent to develop procedures to implement the policy.

3. RECOMMENDED MOTION

I move that the School Board amend Board Policy No. 0030, Ensuring Educational and Racial Equity, as attached to the Board Action Report. Immediate action is in the best interest of the district.

4. BACKGROUND INFORMATION

- a. **Background** With the adoption of Board Policy No. 0030 in 2012, Seattle Public Schools committed itself to Ensuring Educational and Racial Equity (see attached Board Action Report and Policy). While significant work has been done toward this policy’s implementation since that time, and [reports](#) are provided annually as to progress on its eight [core commitments](#) and three primary directives, a specific procedure has not yet been developed to support this work now and into the future. While progress has been made in graduation rates and a few other key [metrics](#), many of the targeting gaps persist.
- b. **Alternatives** Leaving 0030 without a clear directive for procedure. Given the ongoing work necessary to “raise the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students and (2) eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories” (as stated in the original Board Action Report in 2012) and the persistence of said gaps a mandated procedure is in the best interest of the District and most reflective of efforts on behalf of staff that remain un-memorialized in procedure.
- c. **Research** Staff provided a recent update on plans to continue work and engagement with [ERAC](#) (Equity and Race Advisory Committee developed by the policy) in the development of the Superintendent Procedure for this policy originally slated for development in 2019, but per the Division of Equity, Partnerships and Engagement now slated for development by 2021.

5. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action will be none as this is work already directed by the strategic plan and the existing policy and staff has begun procedural work.

Expenditure: One-time Annual Multi-Year N/A

Revenue: One-time Annual Multi-Year N/A

6. COMMUNITY ENGAGEMENT

With guidance from the District’s Community Engagement tool, this action was determined to merit the following tier of community engagement:

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve

Tier 3: Collaborate

The Policy has a built-in mechanism for community involvement in development, evaluation, and refinement of its implementation via the Equity and Race Advisory Committee.

7. EQUITY ANALYSIS

Policy 0030 Ensuring Educational and Racial Equity is foundational to how we approach our Equity Analysis as a District and the proposed shift to procedure requirement versus authorization will strengthen the fidelity to 0030 in value and in practice.

8. STUDENT BENEFIT

Successful creation of a clearly defined procedure for Policy 0030 will expand its operationalization and positively impact the disproportionality and predictability of race and other characteristics in student success.

9. WHY BOARD ACTION IS NECESSARY

Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)

Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)

Adopting, amending, or repealing a Board policy

Formally accepting the completion of a public works project and closing out the contract

Legal requirement for the School Board to take action on this matter

Board Policy No. _____, [TITLE], provides the Board shall approve this item

Other: _____

10. POLICY IMPLICATION

This action would amend Board Policy No. 0030, Ensuring Educational & Racial Equity, to require the development of a Superintendent Procedure.

11. BOARD COMMITTEE RECOMMENDATION


This motion was not discussed in committee. This motion was proposed by Director Hampson during the October 21, 2020 Regular Board meeting and is moving directly to Introduction and Action by the full Board.

12. TIMELINE FOR IMPLEMENTATION

The procedure will be completed in 2021 per staff timeline.

13. ATTACHMENTS

- Board Policy No. 0030, Ensuring Educational and Racial Equity – clean (for approval)
- Board Policy No. 0030, Ensuring Educational and Racial Equity – tracked changes (for reference)
- Board Action Report approved August 15, 2012 adopting Board Policy No. 0030 (for reference)

	<p>ENSURING EDUCATIONAL AND RACIAL EQUITY</p>	<p>Policy No. 0030 DATE Page 1 of 3</p>
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The Seattle School Board is committed to the success of every student in each of our schools and to achieving our mission of ensuring that all students graduate ready for college, career and life. We believe that the responsibility for student success is broadly shared by District Staff, administrators, instructors, communities and families. We are focused on closing the opportunity gap and creating learning communities that provide support and academic enrichment programs for all students. Additionally, we believe that it is the right of every student to have an equitable educational experience within the Seattle Public School District.

The concept of educational equity goes beyond formal equality—where all students are treated the same—to fostering a barrier-free environment where all students, regardless of their race, class or other personal characteristics such as creed, color, religion, ancestry, national origin, age, economic status, gender, sexual orientation including gender expression or identity, pregnancy status, marital status, physical appearance, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal by a person with a disability, have the opportunity to benefit equally.

This means differentiating resource allocation, within budgetary limitations, to meet the needs of students who need more supports and opportunities to succeed academically. A student whose history and heritage are appreciated and celebrated will learn better and be more successful than if that student is forced to overcome a cultural barrier.

With these commitments in mind, Seattle Public Schools will:

- Raise the achievement of all students while narrowing the gaps between the lowest and highest performing students;
- Eliminate the racial predictability and disproportionality in all aspects of education and its administration (e.g., the disproportionate over-application of discipline to students of color, their over-representation in Special Education, and their under-representation in various Advanced Learning programs);

- Ensure all students regardless of race or class graduate from Seattle Public Schools ready to succeed in a racially and culturally diverse local, national, and global community.


In order to achieve educational equity for our students, the district shall:

- A. Equitable Access**—The district shall provide every student with equitable access to a high quality curriculum, support, facilities and other educational resources, even when this means differentiating resource allocation;
- B. Racial Equity Analysis**—The district shall review existing policies, programs, professional development and procedures to ensure the promotion of racial equity, and all applicable new policies, programs and procedures will be developed using a racial equity analysis tool;
- C. Workforce Equity**—The district shall actively work to have the teacher and administrator workforce be balanced and reflect the diversity of the student body. The district shall recruit, employ, support and retain a workforce that includes racial, gender, and linguistic diversity, as well as culturally competent administrative, instructional and support personnel;
- D. Professional Development**—The district shall provide professional development to strengthen employees’ knowledge and skills for eliminating opportunity gaps and other disparities in achievement;
- E. Welcoming School Environments**—The district shall ensure that each school creates a welcoming culture and inclusive environment that reflects and supports the diversity of the School District’s student population, their families, and communities;
- F. Partnerships**—The district will include other partners who have demonstrated culturally specific expertise – including families, government agencies, institutes of higher learning, early childhood education organizations, community-based organizations, businesses, and the community in general – in meeting our high goals for educational outcomes;
- G. Multiple Pathways to Success**—The district shall provide multiple pathways to success in order to meet the needs of the diverse student body, and shall actively encourage, support and expect high academic achievement for all students;
- H. Recognizing Diversity**—Consistent with state regulations and District policy and within budgetary considerations, the district shall provide materials and assessments that reflect the diversity of students and staff, and which are geared towards the understanding and appreciation of

culture, class, language, ethnicity and other differences that contribute to the uniqueness of each student and staff member.

The Superintendent is required to develop procedures to implement this policy, including an action plan with clear accountability and metrics. At least annually the Superintendent shall report to the School Board on the progress towards achieving the goals outlined in this policy. The report shall be based on the annual goals of the district's Equity and Race Advisory Committee which are set in partnership with the Superintendent and the School Board.

Adopted: August 2012
Revised: DATE 2020
Cross Reference: Policy No. 3207
Related Superintendent Procedure:
Previous Policies:
Legal References:
Management Resources:

	<p>ENSURING EDUCATIONAL AND RACIAL EQUITY</p>	<p>Policy No. 0030 August 15, 2012DATE Page 1 of 3</p>
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Adopted: August 2012

Revised: DATE 2020

Cross Reference: Policy No. 3207

Related Superintendent Procedure:

Previous Policies:

Legal References:

Management Resources:

School Board Briefing/Proposed Action Report

Informational (no action required by Board) **Action Report** (Board will be required to take action)



DATE: ~~June 27~~ August 10, 2012
FROM: José Banda, Superintendent
LEAD STAFF: Bernardo Ruiz, School Family Partnerships & Equity and Race Program Manager, 206-252-0693, bjruiz@seattleschools.org
Holly Ferguson, Executive Director of Government Relations, Policy and Strategic Communications, 206-252-0124, haferguson@seattleschools.org

I. TITLE

Ensuring Educational Equity Policy No. 0030

For Introduction: July 3, 2012

For Action: August 15, 2012

II. WHY BOARD ACTION IS NECESSARY

As the governing body with the authority to adopt and repeal policies, Board action is required.

III. FISCAL IMPACT/REVENUE SOURCE

It is predicted, at this time, that the fiscal impact will be negligible as it is intended to match current practices. However, depending on the need to purchase additional/supplemental materials and assessments, there may be a fiscal impact. A revenue source for this impact has not been identified.

The revenue source for this motion is General Funds.

Expenditure: One-time Annual Other Source

IV. POLICY IMPLICATION

This policy does not repeal, amend or replace any other District policies. While the Board does not approve Superintendent Procedures, Superintendent Procedure 0030SP will be created after Policy No. 0030 is adopted.

V. RECOMMENDED MOTION

I move that the School Board approves Policy No.0030 in the form attached to the Board Action Report.

VI. BOARD COMMITTEE RECOMMENDATION

This policy was discussed at the June 12, 2012 Executive Committee meeting and the Committee recommended that this item move forward to the Curriculum & Instruction Policy Committee.

The Curriculum & Instruction Policy Committee discussed this motion on June 25, 2012, and with edits, moved the item forward to be reviewed by the full Board.

VII. BACKGROUND INFORMATION

The Equity and Race Advisory Committee to the Superintendent (ERAC) was commissioned by Interim Superintendent Dr. Susan Enfield in September 2011¹². Currently this Committee is composed of 47 diverse members; they represent SPS Families, Students, Teachers, Principals, Community Based Organizations, Government Officials, and Universities. The ERAC is a standing committee which started drafting the Policy in February 2012. They researched several local and national **Educational Equity** policies and they decided to use the Portland Public Schools' Racial Educational Equity Policy as a foundational pillar to write the Ensuring Educational Equity policy for Seattle Public Schools. The development of this policy has been a collaborative partnership between the Equity and Race Advisory Committee to the Superintendent and Central Office staff. ERAC's Sub-Committee on Policy presented their first draft of this policy to Holly Ferguson, our Executive Director of Partnerships, Policy, and Strategic Communications. Holly then presented it to the Superintendent and her Cabinet. Holly then, met with the Sub-Committee on Policy and presented the feedback provided by the Superintendent's Cabinet. The Sub-Committee on Policy then met with the ERAC as whole and presented the recommended changes from the District's staff and asked for feedback. The Sub-Committee on Policy presented their final draft to Holly Ferguson who in turn presented it to the Superintendent's Cabinet for final revisions.

The following are the Committee's Mission, Vision and Priorities for the 2011-2012 and 2012-2013 school years:

ERAC's Draft Vision and Mission statements:

Vision

We envision a school District in which human rights are respected and educational equity is embedded in all areas of academic, work, and school life; we believe that **ALL** of our diverse students and their families have great intelligence and worth; that they deserve to be treated with dignity and respect, and that the academic outcomes of our diverse students, not intentions, will be the measure of whether we are successful.

Mission

The Equity and Race Advisory Committee collaborates with Seattle Public Schools and its stakeholders to learn, promote, and support a deeper understanding of educational equity, racial and social justice, diversity, and their role in making academic success a realistic goal for **ALL** SPS students regardless of their racial, ethnic, religious, linguistic, gender and/or economic backgrounds.

Identifying Priorities for the 2011-2013 school years:

The Committee identified the following three priorities:

1. Present the School Board with a strong, feasible, and achievable Equity and Race policy for Seattle Public Schools which would help us ensure Educational Equity in every classroom in every school at SPS.
2. Work collaboratively with the Curriculum and Instruction Department to provide culturally relevant professional development to school and central office staff. Content

Area professional development must intentionally incorporate culturally relevant strategies to improve instruction as well as increase awareness and knowledge of other cultures to improve teacher/student/family relationships.

3. Work collaboratively with the SPS Human Resources Department as well as with ethnically, culturally and linguistically diverse community leaders to create strategies to hire more school and central office staff of diverse backgrounds and provide them with the support they need to be successful in educating our children.

The Seattle School Board is committed to the success of every student in each of our schools. The mission of Seattle Public Schools is “enabling all students to achieve to their potential through quality instructional programs and a shared commitment to continuous improvement.” We believe in the fundamental ability of all students to learn and achieve.

In light of that mission and belief, the historic and persistent opportunity gap between classes¹ in the Seattle School District is unacceptable. While efforts have been made to address the inequities between Caucasian students and students of color, these efforts have been largely unsuccessful. Closing the opportunity gap, while raising achievement for all students, is the top priority of the Seattle School Board, the Superintendent and all district staff. Race must cease to be used by adults as a reliable predictor of student achievement and success.

In Seattle Public Schools, for every year that we have data, Caucasian students have clearly outperformed African American, Latino, and Native American students on a wide range of measures. For Asian-Pacific Islanders, there are large differences in outcomes between ethnicities, making it critical to disaggregate data to ensure such gaps are eliminated. Caucasian students consistently graduate at higher percentages than students of color, while students of color are disciplined and placed in special education far more frequently. These disparities are unacceptable and are directly at odds with our belief that all students can achieve.

The responsibility for the disparities among our young people rests with adults, not the children. We are aware that student achievement data from school districts across the country reveal similar patterns, and that complex societal and historical factors contribute to the inequities. Nevertheless, rather than perpetuating disparities, Seattle Public Schools must address institutional racism and overcome this inequity, providing all students with the support and opportunity to succeed.

Racial Equity Analysis Tool: We believe that by utilizing a racial equity lens, which is short (four to five questions) and easy to use, Seattle Public Schools aims to 1) provide a common vocabulary and protocol for evaluating policies, programs, professional development, practices and decisions for racial equity and 2) produce policies, programs, professional development, practices and decisions which result in more equitable outcomes for our students. (paraphrased from Portland Public Schools Racial Equity Lens)

¹ Class is determined as race, creed, color, religion, ancestry, national origin, age, economic status, gender, sexual orientation including gender expression or identity, pregnancy status, marital status, physical appearance, the presence of any sensory, mental or physical disability, honorably discharged veteran or military status, or the use of a trained dog guide or service animal by a person with a disability, or other distinguishing characteristics. SPS Policy No. 3207 Prohibition of Harassment, Intimidation and Bullying

After receiving feedback since introduction, the staff recommendation has been amended. Staff is recommending that the title be changed to, “Ensuring Educational & Racial Equity.” The attachment below has been edited to reflect that change.

VIII. STATEMENT OF ISSUE

The Equity and Race Advisory Committee wants a policy that addresses Educational Equity district-wide. Educational Equity means raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students and (2) eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories. The concept of educational equity goes beyond formal equality – where all students are treated the same – to fostering a barrier-free environment where all students, regardless of their race, have the opportunity to benefit equally. Educational equity benefits all students, and our entire community. Students of all races shall graduate from Seattle Public Schools ready to succeed in a racially and culturally diverse local, national, and global community. To achieve educational equity, Seattle Public Schools will provide additional and differentiated resources to support the success of all students.

By creating the Educational Equity Policy we provide a common understanding of expectations for current and prospective staff.

A Superintendent Procedure detailing how this policy will be implemented is anticipated to be developed by September, 2012.

IX. ALTERNATIVES

1. The alternative to approving the policy is to not have an Educational Equity Policy.

This option is not recommended because while efforts have been made to address the inequities between all classes¹ of students, these efforts have been largely unsuccessful. Closing the opportunity gap, while raising achievement for all students, is a top priority of the Seattle School Board, the Superintendent, and all district staff. Class must cease to be a reliable predictor of student achievement and success. In addition, without this policy there would not be a clear definition of, and thus district-wide, equitable access to, Educational Equity within the Seattle Public Schools.

X. RESEARCH AND DATA SOURCES / BENCHMARKS

The Equity and Race Advisory Committee to the Superintendent used Racial Equity Policies from several Districts nationwide. There was also research conducted on other Educational Equity policies from other districts within Washington State. The Race and Equity Advisory Committee drafted this policy based on the Portland Public Schools Racial and Equity Policy.

XI. TIMELINE FOR IMPLEMENTATION / COMMUNITY ENGAGEMENT

Upon approval of this motion, the Educational Equity Policy will immediately take effect.

XII. ATTACHMENTS

- [Educational Equity Policy 0030](#) (for approval – amended since introduction)
- [Portland Public Schools Racial Equity Lens](#) (for reference – the SPS tool will be developed at a later time)