



SCHOOL BOARD ACTION REPORT

DATE: Dec. 21, 2020
FROM: Denise Juneau, Superintendent
LEAD STAFF: Guillermo Carvajal/Family Support Worker/gcarvajal@seattleschools.org;
Dedy Fauntleroy/Principal Northgate Elementary/
dgfauntleroy@seattleschools.org;
Fred Podesta/Chief Operations Officer/fhpodesta@seattleschools.org

For Introduction: Feb. 24, 2021
For Action: March 10, 2021

1. TITLE

Approval to Rename Northgate Elementary School to James Baldwin AcademyElementary School

2. PURPOSE

This Board Action Report proposes the name of Northgate Elementary School (11725 1st Ave. NE, Seattle, WA 98125) be changed to James Baldwin AcademyElementary School.

3. RECOMMENDED MOTION

I move that the School Board authorize the change of the name Northgate Elementary School to James Baldwin AcademyElementary School. This change will take effect when the new building is completed (estimated in 2022-2023).

4. BACKGROUND INFORMATION

a. Background

Northgate Elementary School is in the process of getting a new building. During the school design process, the school had the opportunity to come together as a community to define who they are and how they want to be seen. The name Northgate communicates location rather than who the school is and how the school aspires to serve the community. A new name for the school's new building presents the opportunity for the school to reclaim its identity.

Guillermo Carvajal, the school's Family Support Worker, has championed for a school name change for about a year. The justification for why a change is needed and why the school should be named after James Baldwin is best communicated by Carvajal in the following proposal he presented to staff, families, and community:

"I've been at Northgate Elementary for almost 10 years now. And along with all of you, I have worked hard to promote this school as a good school, a school with a vision and a plan

to make it even better. This is evident in the positive energy we all get while walking through our hallways.

Yet as thoughtful and as hard working as we have been and continue to be, our school doesn't seem to be able to brush off its negative image. Northgate Elementary has for too long been considered a place 'for those people,' a place for bad people. Northgate also has a reputation as the last school for kids who have been kicked out of other schools. Historical records also show that our school district has tried to close it several times because the number of students has always been very low. This is not a school that the surrounding neighborhood aspires to have its kids attend. I often see kids waiting for a bus to take them somewhere 'better.'

I could go on and on about how people see this school. Personally, I think it's time to shed this old, worn out skin. We need a new name, and like a staff person stated earlier today 'we need a name that reflects the soul of the school.'

Our school believes in social justice. Our school is very diverse. Our school believes that everyone deserves a chance no matter what color, gender, sexual orientation, religion or visible or invisible disabilities. We serve families with or without a home. We serve families with or without a country. All of what we are at Northgate is what James Baldwin was a witness to.

My recommendation for a new name: **James Baldwin Academy**¹. My quick answer is that he sings and cries like we do. An equally valid reason why I am inclined to have his name in our school is because of his literary background, his criticism of American thought. He was a critical thinker. It is the gift we should give all our kids. Our community is passionate about literacy, literature, learning, critical debate, diplomacy, and social justice. Baldwin symbolizes this and more.

James Baldwin was an essayist, playwright, novelist, and voice of the American civil rights movement known for works including 'Notes of a Native Son,' 'The Fire Next Time' and 'Go Tell It on the Mountain.'

Below are some bits of his early biography: Born to a single mom, one of nine kids, his mom remarried, his stepdad mistreated him. Baldwin spend most of his free time at the public library, mainly because his passion for reading and to stay away from his stepdad. His early writing accomplishments include his first play at age 11, his school song, and editor of his high school magazine. His stepdad died the same day as the birth of Baldwin's eighth sibling. Although he was desperate to pursue an intellectual career, he couldn't because he had to work to support his mom and siblings.

The racism that Baldwin faced eventually caused him to leave the United States and move to France. Baldwin weaves this direct experience of racism with his perspective as a witness recounting history as it unfolds.

¹ As explained in the Alternatives section below, this Board Action Report has been revised to reflect an alternate proposal to rename the school James Baldwin Elementary School.

Perhaps I did not succumb to ideology, as you put it, because I have never seen myself as a spokesman. I am a witness. In the church in which I was raised you were supposed to bear witness to the truth. Now, later, you wonder what in the world the truth is, but you do know what a lie is - [James Baldwin, 1984](#)

Who do we generally serve at Northgate Elementary? We have people from all over the world. A good number of our kids are of refugee communities, many from marginalized communities, including the LGBTQ community. We have homeless kids, kids in shelters, kids coming from violent situations. Many of our families do not have the language and /or technical skills to negotiate effectively for themselves and their kids. James Baldwin didn't accept attempts at pigeonholing him to limited views of American society — and neither do we. Yes, he had issue with the white power structure, but he also believed that there were many white people struggling with that structure and who fought it as well. I think that having his name on our school would be a game changer for us. It would communicate our commitment to fight for social justice, unconditionally love ourselves and each other, and to bear witness by speaking truth to power and demanding real change.

I hope you agree with me that he sings and cries like we do.”

b. Alternatives

The school's initial request was to change the name of Northgate Elementary School to James Baldwin Academy, as described below. However, the school also offered an alternative proposal to rename the school James Baldwin Elementary School. Directors discussed the possibility of this alternative during the Feb. 4, 2021 Operations Committee meeting while moving forward the Board Action Report for consideration by the full Board and ongoing discussion about the final school name. During introduction at the Feb. 24, 2021 Regular Board meeting, Directors expressed support for retaining elementary school in the school name, and this Board Action Report has been edited accordingly.

The following description of alternatives pertains to the original proposal to rename the school James Baldwin Academy: Some of the attached letters of support mention “James Baldwin Elementary” rather than the proposed “James Baldwin Academy.” A few individuals and one community organization had creative differences with the word “Academy” being included in the name. While the school respectfully requests that they be allowed to rename the school James Baldwin Academy, they are open to a conversation should this deviation of nomenclature be problematic for some unforeseen reason.

c. Research

The school canvassed the community and went directly to community organizations, such as Haller Lake Community Center, churches, community leaders etc. They utilized access to the School Design Advisory Team (SDAT), all of whom represented constituencies of the community and helped with outreach. Because of COVID-19, the school could not hold in-person community meetings but used Microsoft Teams or Zoom. Also, staff was provided an opportunity to share their opinions on the name change at a special staff meeting and through a poll. See attached evidence of community engagement.

5. FISCAL IMPACT/REVENUE SOURCE

There will be no fiscal impact of this action above and beyond funds in Building Excellence (BEX) V levy that are allocated for signage. Since this request is early in the BEX project, a name change would necessitate the district communicating to the architectural team that new signage should say James Baldwin ~~Academy~~ Elementary instead of Northgate Elementary.

The revenue source for this motion is BEX V Levy funding.

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

Since approval of the BEX V levy and the announcement that Northgate would be one of the first projects in line to receive a new building, the school has contemplated a name change of to go along with the new construction. As the school entered the design phase, they assembled a SDAT that centered on the voices of people of color in the school community. The diverse group had conversations about core values, which yielded words like family, love, perseverance, curiosity, compassion, equity, and social justice. Although these conversations were not about renaming the school, it helped solidify the school's resolve to find a name that would represent the ideas brought forth by this innovative team.

James Baldwin was one of the names considered because his name embodies the ideas and values mentioned above. Like most of the school's students, he was a person of color; a staunch proponent of social justice, an eloquent writer, continuously curious about the world around him, and an unabashed witness to the truth.

On June 30, 2020, The Seattle Times ran a story about the district's commitment to naming a school after a member of the LGBTQ+ community. James Baldwin was one of the names that was proposed as a possibility. That commitment from the Seattle School Board seemed to make all the pieces fall into place for the school's name change. After obtaining permission to engage the school's community about a name change from Superintendent Denise Juneau, the school's next step was to propose the name James Baldwin Academy to the community and gather feedback.

As mentioned before, Carvajal set about in earnest to pitch the idea to the school's community partners, families, and staff (students were included with their families in this effort due to the

engagement starting in summer). His letter is included in the background section above. This engagement resulted in overwhelming support (see Attachment 1). We also held a special all staff meeting to discuss the name change. One of the most notable moments during the staff discussion was when a staff member who identifies as queer said, “It a dream of mine come true that a school could be named after someone who is queer. Imagine if I’d had that when I was young.” After an extensive discussion that allowed space for all to express their viewpoints, the proposed name change passed with 33 in favor, two opposed, and two abstentions.

Attempts were made to contact the Baldwin family to obtain their permission to use his name. Multiple emails were sent requesting a meeting; however, the school was informed that the family deals primarily with the management of his literary works. Two other schools in the New York area who are also named for James Baldwin did not recall needing to obtain the family’s permission nor did they keep records indicating that permission was obtained.

7. EQUITY ANALYSIS

This proposal is aligned with Board Policy 0030, Ensuring Educational and Racial Equity (parts E and H):

“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

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.”

and Board Resolution 2019/20-28, Affirming Inclusion of Our LGBTQIA+ Students, Staff, & Community introduced on March 25, 2020:

“BE IT FURTHER RESOLVED, that the Superintendent shall consider this resolution a proposal of the Board to change the name of an existing school building to a distinguished individual to be specifically identified through an engagement process including students, staff, parents, alumni, and community residents, who has served the local community, state, or nation, in the promotion of LGBTQIA+ rights.”

8. STUDENT BENEFIT

Naming the school for James Baldwin would most certainly have a great benefit for all students, especially students of color and students who identify as LGBTQ+. It is commonplace for students to be educated in buildings that are named after colonizers, slave holders, and people who held racist belief systems. Lauding the accomplishments of these individuals without reckoning with their full history, coupled with a lack of ubiquitous examples of edifices named after extraordinary people of color or LGBTQ+ individuals leads to ignorance and cultural erasure. To be sure, no one figure in history is perfect; we must be committed to telling their whole story, foibles and all. But we must also be committed to telling stories from diverse

experiences. Naming a building is a small gesture to accomplishing this, but it is significant. James Baldwin was not only one of the greatest American writers of all time, but he was also a person of color and a member of the LGBTQ+ community — for students who identify with either or both of these traditionally marginalized communities, this gesture brings a song to the school’s heart. It can make students feel seen and that their story is worthy of inclusion as part of the American narrative.

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. 6970 and Board Procedure 6970BP: Naming of School District Buildings provides the Board shall approve this item
- ☐ Other: _____

10. POLICY IMPLICATION

This action aligns with Policy No. 0030, Ensuring Educational and Racial Equity (parts E and H), as it is designed to ensure a welcoming school environment and recognize diversity.

Per Policy No. 6970 and Procedure No. 6970BP, Naming of School District Buildings, Board approval is required for all decisions to change the name of a building or a portion of a building.

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Operations Committee meeting on Feb. 4, 2021. The Committee reviewed the motion and moved it forward for consideration.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, Northgate Elementary School will be renamed James Baldwin ~~Academy~~ Elementary School when the new building is completed (estimated in 2022-2023).

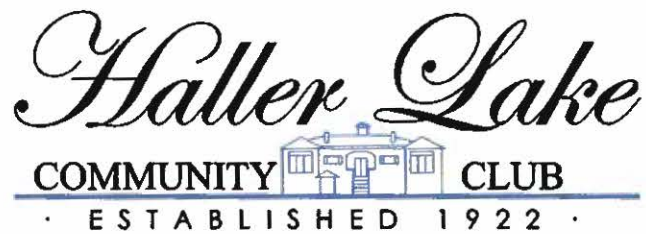
February 2021: Name change will be communicated to Architects of the name change; BLT and staff will meet to consider formal roll-out of the name change

March 2021: Community engagement team, SDAT team and PTO will plan for community celebration to be held when school reopens

Ongoing: Meetings with architect and Culturally Responsive Design Committee (collaborates with architects regarding building aesthetics) regarding logos, signage, quotations and other designs to compliment the name change

13. ATTACHMENTS

- Letters of Support and signed community petitions (for reference)
- Board Policy No. 0030, Ensuring Educational and Racial Equity (for reference)
- Board Policy 6970 and Procedure 6970BP, Naming of School District Buildings (for reference)
- Board Resolution 2019/20-28, Affirming Inclusion of Our LGBTQIA+ Students, Staff, & Community (for reference)



9/30/2020

Dear Ms. Fauntleroy,

We write to you on behalf of the Haller Lake Community Club (HLCC) Board. The HLCC Board and membership has always supported Northgate School. Whether it be classroom volunteers, speakers from Northgate addressing the Club or our annual Halloween party where many Northgate families attend, we've been there to help.

The HLCC Board, through promotion by Guillermo Carvajal, gives its support to renaming Northgate Elementary school to James Baldwin Elementary School. We believe James Baldwin, a Black writer, poet, civil rights and gay rights activist should be honored by way of a Seattle school naming. It matters that our Haller Lake/Northgate area continues to become more diverse. And we welcome the name change to a person of color which is a reflection of our greater community.

Sincerely,

s/ Randy Harkness
HLCC Liaison to Northgate Elementary School

s/ Karen Craddick
HLCC President

8/27/2020

Hey,

Tried sending this earlier in the week but not sure if it went through with spotty internet. Went into town today to try and send again.

Here is the content (Also shared with you through google docs):

The proposed name change to James Baldwin Academy, in my opinion, is necessary in order to move Northgate Elementary into the future. Transition and disruption is a time to create a new identity, a new DNA as an institution, and this is an opportunity not to be missed.

Northgate elementary over the years has a reputation of being a rough school, with low test scores, and not a place everyone wants to send their child. I know this first hand from experiences talking with neighbors. But, as someone that has volunteered and been involved in the school this is a misconception and not the true nature of the school. It is a beautiful, gracious community filled with passionate teachers that are fighting for a place where the beauty of each child is recognized, their passions are valued and drawn out, and diversity is encouraged. This is rare in our polarized world.

Northgate Elementary deserves a name like James Baldwin Academy that provides a symbol of hope for the students, a sense of pride in the people that walk through the halls as they carry his legacy into the world, and an identity of inclusion and diversity where the inherent value and gifts of all people are recognized. A name creates identity, identity creates culture, and a healthy culture gives birth to hope and possibilities. I believe the legacy of James Baldwin can infuse identity and hope into the next generation which has the power to change our world.

Trent Siverson
Pastor, North Seattle Church
206-898-5179

SOMOS MUJERES LATINAS

Somos Mujeres Latinas (SML)
community supports to change the
school name from Northgate
Elementary to James Baldwin Academy.

Attention: Seattle Public School Board of Directors, Superintendent Denise Juneau, School Principal Dedy Fauntleroy.

I am adding my name to the list of supporters for the name change.

I believe that renaming the elementary school to James Baldwin Elementary is a great initiative for our families of color. Children of color need to identify with great leaders and scholars of color that made an impact in society. James Baldwin was a great leader of our history that needs to be remember and we need preserve his leadership qualities in our future generation our children.

I highly encourage the Board of Directors, the Superintendent and the school community to change the name to James Baldwin Academy.

Thank you,

Place a check (✓) in one of the boxes

Name	Parent	Community member	Email or phone #
Tania Hino		Somos Mujeres Latinas	tania@smiwa.org
Daniela Sprecher		Somos Mujeres Latinas	dtianall@gmail.com
Veronica Duran Sisk		Somos Mujeres Latinas	veronica@smiwa.org
Sixta Morel		Somos Mujeres Latinas	sixta@smiwa.org
Leonora López Muñoz		Somos Mujeres Latinas	leonor@smiwa.org
Ximena Grullmeyer		Somos Mujeres Latinas	ximena@smiwa.org
Maribel Pastor		Somos Mujeres Latinas	maribelpastor@yahoo.com
Flor Guerrero		Somos Mujeres Latinas	florguerrero30@gmail.com
Estefania Zapata Gonzalez		Somos Mujeres Latinas	estefania.zapgon@gmail.com
Rosa Rosario		Somos Mujeres Latinas	redondo.rosar@gmail.com

Tania Hino, LICSW, MSW, CDP 08/28/20 Name change supporter signatures

Letter of support for changing the school name from Northgate Elementary to James Baldwin Academy.

Attention: Board of Directors of Seattle Public School, Superintendent Denise Juneau, Principal of the Dedy Fauntleroy School.

I'm adding my name to the list of supporters for the name change.

I agree that a name change will be a positive change because the current name provokes negative thoughts from the school.

A new name will be an opportunity to start with a new whiteboard, and I hope a very bright future. Putting the name of a very prominent American and African-American intellect whose life work focused on social justice and critical thinking in American society is a tremendous anchor for a school that strives to make all children entering the building feel it is a place to succeed no matter what their social or economic situation. A building that makes children feel like they belong.

I very much encourage the Board of Directors, the Superintendent and the school community to change the name to James Baldwin Academy.

Thank you

Place a check () in one of ✓ the boxes

Number	Father	Community member
feben Ghimatuon (206) 290-9412	✓	
Eden Hailesilassie (206) 330-7977		✓
Bnzet Araya (206) 370-2505		✓
Mulu Tamru Saleem (206) 371-2922		✓
Habza Kundhil (206) 434-7998		✓
myeisha Chester (206) 403-5083	✓	
Neelab Kamiab (206) 519-4944		✓
Azzeb Wendel (206) 261-4434		✓
Tesfalem Habbemaniam (206) 931-2129		✓
Grace Weigel (206) 476-7907		✓

Letter of support for changing the school name from Northgate Elementary to James Baldwin Academy.

Attention: Board of Directors of Seattle Public School, Superintendent Denise Juneau, Principal of the Dedy Fauntleroy School.

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I very much encourage the Board of Directors, the Superintendent and the school community to change the name to James Baldwin Academy.

Thank you

Place a check () in one of ✓ the boxes

Number	Father	Community member
Mohammed adam (206) 928-2010		✓
Elsa Kaleab Borat (206) 429-0844		✓
Henoke Hadera (206) 612-2668		
Semira Zeray (206) 617-6697 ✓		
Halima Siara (206) 307-9619		✓ past parent
Selam Negussie (206) 859-9671		✓ past parent
Katoya Jackson (206) 380-6332		✓ past parent
Shelly Luger (206) 806-3516	✓	
Gebremedhin Gubsa (206) 816-5207 ✓		
Kibat Yihdego (206) 779-4386 ✓		

Guillermo Carvajal / FSW 08/18/2020 Signatures of name changers

Letter of support for changing the school name from Northgate Elementary to James Baldwin Academy.

Attention: Board of Directors of Seattle Public School, Superintendent Denise Juneau, Principal of the Dedy Fauntleroy School.

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I very much encourage the Board of Directors, the Superintendent and the school community to change the name to James Baldwin Academy.

Thank you

Place a check () in one of ✓ the boxes

Number	Father	Community member
Tina McRae (206) 370-2265		✓
Tirhase Haddis (206) 769-6282		✓
Selam Ghionateion (206) 265-2851		✓
Abnet Ad Awalam (206) 353-7154		✓
Jamal Williams (425) 316-7012		✓
Janine Julien (310) 227-7472		✓
Veronica Veronica Olivarez (360) 770-7783		✓
Dina Nagi (206) 852-3888		✓
Carli Hoxi (206) 465-6767		✓ past parent

Guillermo Carvajal, FSW 08/18/2020 Signatures of name changers



October 1, 2020

Dedy Fauntleroy
Principal
Northgate Elementary School
11725 First Ave. NE
Seattle, WA 98133

Ms. Fauntleroy –

We are pleased to provide this letter in support of Northgate Elementary School's name change to James Baldwin Academy.

I remember devouring many of Mr. Baldwin's novels, including Giovanni's Room, and Go Tell It on the Mountain. His story is as inspiring as his writing. James Baldwin was born into poverty and rose to literary prominence. He was a black man who utilized his gifts to advocate for social justice and civil rights causes; a contemporary historical figure who the students of Northgate Elementary will see in themselves. It is fitting that the school bear the name of this literary icon who will inspire youth in our community for generations to come.

Please thank your school's Family Social Worker, Mr. Guillermo Carvajal, for championing this effort on behalf of the students and their families.

Sincerely,

A handwritten signature in black ink, appearing to read "John Zmolek", is written over a light blue horizontal line.

John Zmolek
Chief Executive Officer

P.O Box 75974
Seattle, WA 98175-0974

Phone (206) 440-9000
Fax (206) 361-5300
veritycu.com

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Carta de apoyo para cambiar el nombre de la escuela de Northgate Elementary a James Baldwin Academy.

Atención: Junta Directiva de la Escuela Pública de Seattle, Superintendente Denise Juneau, Directora de la Escuela Dedy Fauntleroy.

Estoy agregando mi nombre a la lista de partidarios para el cambio de nombre.

Estoy de acuerdo en que un cambio de nombre será un cambio positivo porque el nombre actual provoca pensamientos negativos de la escuela.

Un nuevo nombre será una oportunidad para empezar con una nueva pizarra, y espero que un futuro muy brillante. Poner el nombre de un intelecto americano y afroamericano muy prominente, cuyo trabajo de vida centrado en la justicia social y el pensamiento crítico en la sociedad estadounidense es un tremendo ancla para una escuela que se esfuerza por que todos los niños que entran en el edificio sientan que es un lugar para tener éxito sin importar cuál sea su situación social o económica. Un edificio que hace que los niños sientan que pertenecen.

Animo mucho a la Junta Directiva, al Superintendente y a la comunidad escolar a cambiar el nombre a la Academia James Baldwin.

Gracias

Coloque un cheque () en una de las casillas

Nombre	Padre	Miembro de la comunidad
Gabriela Hernandez	<input checked="" type="checkbox"/>	Si
LETICIA CILLAVARIN		Si
Miriam CANCELES		
Jocelyn L. P.	<input checked="" type="checkbox"/>	Si
Patricia Calhoun	<input checked="" type="checkbox"/>	Si
Imelda Almejo		
Evelyn Castro	<input checked="" type="checkbox"/>	Si
Barringer		Si
Sarah Luth		<input checked="" type="checkbox"/>
Noemi Ramirez	no	Si
Fernando Gutierrez	no	Si

Guillermo Carvajal, FSW 08/18/2020 Firmas de simpatizantes de cambio de nombre

Support letter to change the school name from Northgate Elementary to James Baldwin Academy.

Attention: Seattle Public School Board of Directors, Superintendent Denise Juneau, School Principal Dedy Fauntleroy.

I am adding my name to the list of supporters for the name change.

I agree that a name change will be a positive change because the current name elicits negative thoughts of the school.

A new name will be a chance to start with a new slate, and hopefully a very bright future. Putting the name of a very prominent American and African American intellect, whose life's work centered on social justice and critical thinking in American society is a tremendous anchor for a school striving for all kids entering the building to feel that it is a place to succeed no matter what their social or economic status. A building that makes kids feel they belong.

I highly encourage the Board of Directors, the Superintendent and the school community to change the name to James Baldwin Academy.

Thank you,

Place a check (✓) in one of the boxes

Name	Parent	Community member
Andrea Wilson	Parent	
Deadra Ray (Brown)	Parent	
Cherelle McBride	Parent	
Michelle Cantrelle	Parent	
Makesca Arnold	Parent	
Celeste Lefore	Parent	
Shameka Cornelius	Parent	

Letter of support for changing the school name from Northgate Elementary to James Baldwin Academy.

Attention: Board of Directors of Seattle Public School, Superintendent Denise Juneau, Principal of the Dedy Fauntleroy School.

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I very much encourage the Board of Directors, the Superintendent and the school community to change the name to James Baldwin Academy.

Thank you

Place a check () in one of ☒ the boxes

Number	Father	Community member
Azib Tadesse (206) 355-5847		<input checked="" type="checkbox"/> (past parent)
Richard Jones (206) 530-7305		<input checked="" type="checkbox"/>
Weyni Weldeargay (206) 858-2593		<input checked="" type="checkbox"/>
Aynalem Gebremariam (206) 432-5107		<input checked="" type="checkbox"/>
Gebre Hagos (Getahagos@gmail.com)		<input checked="" type="checkbox"/>
Genet Zereta (206) 239-8063		<input checked="" type="checkbox"/>
Solomon Kasa (206) 687-5366		<input checked="" type="checkbox"/>
Beelyn Naitiwet (425) 777-6920		<input checked="" type="checkbox"/>
Amanda Harris (206) 769-5013		<input checked="" type="checkbox"/>
Tesfaye Gebremariam (206) 250-4987		<input checked="" type="checkbox"/>
Sofia Gebretekle (206) 380-4934		<input checked="" type="checkbox"/>

Guillermo Carvajal, FSW 08/18/2020 Signatures of name changers

Carta de apoyo para cambiar el nombre de la escuela de Northgate Elementary a James Baldwin Academy.

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Animo mucho a la Junta Directiva, al Superintendente y a la comunidad escolar a cambiar el nombre a la Academia James Baldwin.

Gracias

Coloque un cheque () en una de las casillas

Nombre	Padre	Miembro de la comunidad
Peggy Hernandez		✓
Blanca E Melgareso	✓	✓
Esteban Reyes	✓	✓
Martina Melgarejo	✓	✓
Maria Medina		✓
Austreberta Lopez	✓	
Roberta Miranda Carbajal	✓	

July 14th, 2020

Attention: Dedy Fauntleroy

Proposal: Changing our school name.

Why do I recommend this?

I've been at Northgate Elementary for almost 10 years now. And along with all of you I have worked hard to promote this school as a good school, a school with a vision and a plan to make it even better. This is evident in the positive energy we all get while walking through our hallways.

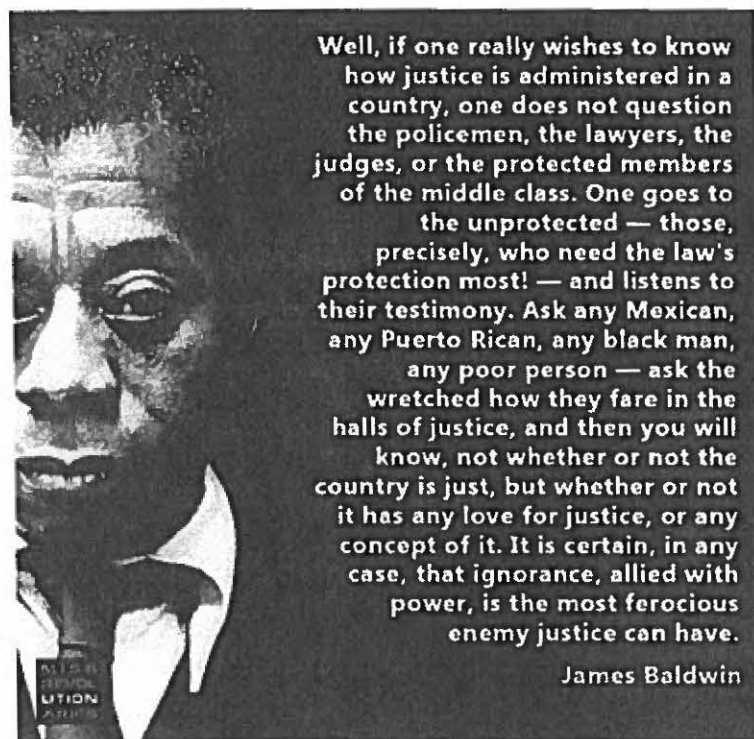
Yet as thoughtful and as hard working as we have been and continue to be, our school doesn't seem to be able to brush off its negative image. Northgate elementary has for too long been considered a place "for those people," a place for bad people. Northgate also has a reputation as the last school for kids who have been kicked out of other schools.

Historical records show that our school district has tried to close it several times, the number of students has always been very low. This is not a school that the surrounding neighborhood aspires to have its kids attend. I often see kids waiting for a bus to take them somewhere better.

I could go on and on about how people see this school. Personally, I think it's time to shed this old, worn out skin. We need a new name, and like a staff person stated earlier today "we need a name that reflects the soul of the school."

Our school believes in social justice; our school is very diverse, our school believes that everyone deserves a chance no matter what color, gender, sexual orientation, religion or visible or invisible disabilities. We serve families with or without a home, we serve families with or without a country. All this is what we are at Northgate; this is what James Baldwin was a witness to.

My recommendation for a new name: **James Baldwin Academy**. My quick answer is that he sings and cries like we do. An equally valid reason why I am inclined to have his name in our school is because of his literary background, his criticism of American thought. He was a critical thinker. It is the gift we should give all our kids. I am passionate about literacy, literature, negotiation and diplomacy and social justice. He symbolizes this and more.



James Baldwin was an essayist, playwright, novelist and voice of the American civil rights movement known for works including 'Notes of a Native Son,' 'The Fire Next Time' and 'Go Tell It on the Mountain.'

Below are some bits of his early biography:

Born to a single mom, one of 9 kids, his mom remarried, his stepdad mistreated him. His stepdad died the same day as the birth of Baldwin's 8th sibling. He was desperate to pursue an intellectual career but couldn't because he had to work to support his mom and siblings. Wrote his elementary school song. Baldwin spend most of his free time at the public library, mainly because his passion for reading and to stay away from his stepdad. He moved to France to escape racism. By age 11 wrote his first play. In high school he was editor of the school magazine. Became a

From: Jared King <jared.king8@gmail.com>
Date: Wednesday, September 9, 2020 at 9:48 AM
To: Dedy Fauntleroy <dgfauntleroy@seattleschools.org>
Subject: Name change

Hello Mrs. Dedy.

My name is Jared King. I am pastor of Missio Church that meets at the Northgate Community Center. We have partnered with Northgate Elementary for the last 5 years. We love the school, teachers, staff, families, and have the utmost respect for you all.

I am writing because Guillermo asked if I would send an endorsement of the name change suggestion from Northgate Elementary to James Baldwin Academy.

I certainly am on board and endorse that name change as Baldwin was a fierce fighter for justice, racial equity and equality, and diversity. I think it is a great name change and want you to know you have our support.

I don't know if there is anything else I need to do in this regard. But know we are here for anything you all need. We are not a large church but we are always wanting to support however we can.

Thank you for serving this community so well.

--

Jared King
Pastor Missio Church
206-427-2435
<https://missiochurchseattle.org/>
<https://www.facebook.com/missio.churchplant/>

Support letter to change the school name from Northgate Elementary to James Baldwin Academy.

Attention: Seattle Public School Board of Directors, Superintendent Denise Juneau, School Principal Dedy Fauntleroy.

I am adding my name to the list of supporters for the name change.

I agree that a name change will be a positive change because the current name elicits negative thoughts of the school.

A new name will be a chance to start with a new slate, and hopefully a very bright future. Putting the name of a very prominent American and African American intellect, whose life's work centered on social justice and critical thinking in American society is a tremendous anchor for a school striving for all kids entering the building to feel that it is a place to succeed no matter what their social or economic status. A building that makes kids feel they belong.

I highly encourage the Board of Directors, the Superintendent and the school community to change the name to James Baldwin Academy.

Thank you,

Place a check (✓) in one of the boxes

Name	Parent	Community member
Teri LeClair		x
Nancy McManamin		x
Theresa Roberts		x
Connie Hodgson		x
Carrie Slavin		x

Propuesta: Cambiar el nombre de nuestra escuela.

¿Por qué recomiendo esto?

He estado en Northgate Elementary por casi 10 años. Y junto con todos ustedes he trabajado duro para promover esta escuela como una buena escuela, una escuela con una visión y un plan para hacerlo aún mejor. Esto es evidente en la energía positiva que todos obtienen mientras camina a través de nuestros pasillos.

Sin embargo, tan reflexivo y trabajador como hemos sido y seguimos siendo, nuestra escuela no parece ser capaz de cepillar su imagen negativa. Northgate Elementary ha sido considerado durante demasiado tiempo un lugar "para esas personas", un lugar para personas malas. Northgate también tiene una reputación como la última escuela para los niños que han sido expulsados de otras escuelas.

Los registros históricos muestran que nuestro distrito escolar ha tratado de cerrarlo varias veces, el número de estudiantes siempre ha sido muy bajo. Esta no es una escuela a la que el barrio circundante aspira a que sus hijos asistan. A menudo veo niños esperando un autobús para llevarlos a otras escuelas.

Podría seguir hablando de cómo la gente ve esta escuela. Personalmente, creo que es hora de arrojar esta piel vieja y desgastada. Necesitamos un nuevo nombre, y como una maestra dijo esta mañana "necesitamos un nombre que refleje el alma de la escuela".

Nuestra escuela cree en la justicia social; nuestra escuela es muy diversa, nuestra escuela cree que todos merecen una oportunidad sin importar el color, género, orientación sexual, religión o discapacidades visibles o invisibles. Servimos a familias con o sin hogar, servimos a familias con o sin un país. Todo esto es lo que somos en Northgate; esto es lo que James Baldwin fue testigo de.

Mi recomendación para un nuevo nombre: **James Baldwin Academy**. Mi respuesta rápida es que el canta y llora como nosotros. Una razón igualmente válida por la que me inclino a tener su nombre en nuestra escuela es debido a su formación literaria, su crítica al pensamiento americano. Era un pensador crítico. Es el regalo que debemos dar a todos nuestros hijos. Me apasiona la alfabetización, la literatura, la negociación y la diplomacia y la justicia social. El simboliza eso y más.

James Baldwin fue un ensayista, dramaturgo, novelista y voz del movimiento estadounidense de derechos civiles conocido por obras como 'Notas de un hijo nativo', 'El fuego next time' y 'Go Tell It on the Mountain'.


¿A quién servimos generalmente en Northgate Elementary?

Tenemos gente de todo el mundo. Un buen número de nuestros hijos son de comunidades de refugiados, muchos de comunidades marginadas, incluida la comunidad LGBT. Tenemos niños sin hogar, niños en refugios, niños que vienen de situaciones violentas. Muchas de nuestras familias no tienen el lenguaje y las habilidades técnicas para negociar eficazmente por sí mismas y sus hijos.

James Baldwin no aceptó intentos de paloma que lo llevara a puntos de vista limitados de la sociedad estadounidense. Sí, tenía problemas con la estructura de poder blanco, pero también creía que había mucha gente blanca luchando con esa estructura y que también luchó contra ella. Creo que tener su nombre en nuestra escuela sería un cambio de juego para nosotros.

Hay muchos, muchos artículos y documentales sobre él. Sólo tienes que buscar en Google. Espero que te tomes un tiempo para ver cosas sobre él. Puedo enviarte un correo electrónico si te inclinas tanto.

Y espero que estés de acuerdo conmigo en que canta y llora como nosotros.

	<p>ENSURING EDUCATIONAL AND RACIAL EQUITY</p>	<p>Policy No. 0030 November 4, 2020 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: November 2020


Cross Reference: Policy No. 3207

Related Superintendent Procedure:

Previous Policies:

Legal References:

Management Resources:

	<p>NAMING OF SCHOOL DISTRICT BUILDINGS</p>	<p>Policy No. 6970 February 15, 2012 Page 1 of 1</p>
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It is the policy of the Seattle School Board that Board approval be obtained for all decisions to name a building, name a portion of a building, or to change the name of a building or a portion of a building.

Adopted: February 2012

Revised:


Cross Reference:

Related Superintendent Procedure:

Previous Policies: H10.00; H10.01

Legal References:

Management Resources:

	<p>NAMING OF SCHOOL DISTRICT BUILDINGS PROCEDURE</p>	<p>Procedure No. 6970BP</p> <p>February 15, 2012</p> <p>Page 1 of 4</p>
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Introduction

The School Board does not favor changing the names of existing School District buildings or portions of buildings. However, occasionally a change in the name of a school building or a portion of a building may be appropriate. Also, from time to time it may be necessary to name a new building or name a portion of a building. Before any name change and any naming of a new building or portion of a building is finalized, school and community input shall be sought.

Procedure

1. Initial Naming of a Building
 - a. The opportunity to name a new building comes about as a result of new construction. Replacing an existing building, either at the same or a new site, is not considered new construction for the purpose of this procedure. (See paragraph 5 below).
 - b. Names of new buildings should be selected based upon: (i) geographical location or local community name; or (ii) distinguished individuals who have served the local community, state, or nation, whether in education or other fields.
 - c. Whenever the opportunity to initially name a building is presented, the Superintendent will request the principal or appropriate District administrator to meet with community residents and other interested individuals to discuss the naming opportunity. If a name is proposed centrally, the school community will be asked to review the proposed new name. Otherwise, the school community will be asked to recommend a name or names.
 - d. The principal or appropriate administrator should prepare a written report summarizing school and community recommendations for the proposed new name. The report should be submitted to the Superintendent. The Superintendent shall then make a recommendation to the Board.

- e. The Board will accept or reject the proposed name(s).
 - f. When a name is approved, the Superintendent shall send a notification of the name to the appropriate offices, locations, and persons.
2. Initial Naming of a Portion of School Building
- a. Portions of a school include rooms, auditoriums, gymnasiums, athletic fields, libraries, and the like.
 - b. The opportunity to name a portion of a building or name a portion of a new building could come about for a number of reasons, including new construction or in recognition of a gift or other funding opportunity.
 - c. The name of a portion of a building should be selected based upon: (i) geographical location or local community name; or (ii) distinguished individuals who have served the local community, state, or nation, whether in education or other fields.
 - d. In the case of naming in recognition of a gift, the name could also be that of an individual donor or member of the donor's family. Corporate names of rooms and portions of buildings will not be allowed. Nothing in this policy shall preclude the placement of an appropriately-sized plaque, name plate, or donor wall in a room or other portion of a school in recognition of a corporate gift, provided no advertising, as opposed to recognition, is involved. Plaques, name plates, and donor walls are governed by Board Policy No. 6115.
 - e. Whenever the opportunity to name a portion of a building is presented, the Superintendent will request the principal to meet with staff, students, alumni, and community residents to discuss the naming opportunity. If the school has a site council, it shall be included in such meetings. If a name is proposed centrally, the school community will be asked to review the proposed new name.
 - f. The principal should prepare a written report summarizing school and community recommendations for the proposed new name. The report should be submitted to the Superintendent. The Superintendent shall then make a recommendation to the Board.
 - g. The Board will accept or reject the proposed name change.

- h. If the change is approved, the Superintendent sends a notification of the change to the appropriate offices, locations, and persons.

3. School Building Name Change

Since a proposal to change a school building name could originate from many sources, the following steps should be taken:

- a. The person(s) proposing the name change should present the proposal to the Superintendent.
- b. If the Superintendent decides the school name change should be considered, he or she will request the principal meet with staff, parents, students, alumni, and community residents to discuss the proposed change. If the school has a site council, it shall be included in such meetings. The principal should prepare a written report summarizing school and community support of and/or opposition to the proposed change. This report should be submitted to the Superintendent.
- c. If the building is named after a local person, a good faith effort must be demonstrated to contact and seek input from the relatives of that person (e.g., Internet search, legal ads, phone book, daily newspaper) before the name change is approved.
- d. If the Superintendent approves of the name change, the proposed change will be submitted to the Board.
- e. The Board will accept or reject the proposed name change.
- f. If the change is approved, the Superintendent sends a notification of the change to the appropriate offices, locations, and persons.

4. Changing the Name of a Portion of a Building

The procedure for changing the name of a portion of a building shall be the same as for changing the name of the building itself.

5. Replacement Buildings

When a building is torn down and replaced, either at the same location or a new location, it should retain the same name unless the procedure for school building name change is followed.

6. Program Names

Naming and changing the name of programs shall be within the authority of the Superintendent.

Adopted: February 2012

Revised: April 2015

Cross Reference: Policy Nos. 6970; 6115

Related Superintendent Procedure:

Previous Policies:

Legal References:

Management Resources:



SCHOOL BOARD ACTION REPORT

DATE: March 9, 2020
FROM: Director Zachary DeWolf

For Introduction: March 25, 2020
For Action: ~~April 7~~ June 10, 2020

1. TITLE

Resolution 2019/20-28 Affirming Inclusion of Our LGBTQIA+ Students, Staff, & Community.

2. PURPOSE

This Board Action Report presents a resolution in support of meaningful actions that affirm inclusion of LGBTQIA+ students, staff, and community in Seattle Public Schools.

3. RECOMMENDED MOTION

I move that the School Board approve Resolution 2019/20-28 affirming inclusion of LGBTQIA+ students, staff, and community in Seattle Public Schools.

4. BACKGROUND INFORMATION

- a. **Background** The LGBTQIA+ inclusion resolution responds to the advocacy of LGBTQIA+ students, families, and allied community, most notably through the organizing efforts of Inclusive Washington, as well as LGBTQIA+ inclusion advocates more broadly, who demand that we fiercely affirm Seattle Public Schools commitment to LGBTQIA+ inclusion and identity safety in our District. The community conversation that ultimately developed the Inclusive Washington checklist in October 2018, laid out ten different ideas that school districts can execute to advance the safety and belonging of all Washington State children and youth, particularly students who identify as queer, transgender, and gender diverse. Beginning in late-November 2019, Director DeWolf began working on a resolution to respond to the concerns about LGBTQIA+ inclusion and identity safety in Seattle Public Schools.
- b. **Alternatives** Not approve the resolution. This alternative is not recommended, as Seattle Public Schools School Board Policy No. 0030, Ensuring Educational and Racial Equity, asserts the district's commitment to actions that achieve equitable access, safe & welcoming environments, and recognize diversity in Seattle Public Schools. Additionally, given the commitment of the Superintendent and the Seattle School Board to prioritize student safety, and safe & welcoming schools, this action will improve identity safety and overall school climate for LGBTQIA+ students, their peers, and staff at Seattle Public Schools.
- c. **Research** Three studies cited below support the positive impact of LGBTQIA+ inclusive schools on the achievement of students, and particularly LGBTQIA+ students of color furthest from educational justice, as well as the benefits to their non-LGBTQIA+

classmates. The findings of all three demonstrated that LGBTQIA+ safe and inclusive schools had positive effects on the overall achievement of LGBTQIA+ students. The studies are:

1. McKay, MPH, Tasseli (2017). “Violence and LGBTQ+ Communities: What Do We Know, and What Do We Need to Know?” Research Triangle Institute International (RTI International)
2. Greytak, Ph.D., Emily and Kosciw, Ph.D., Joseph G. (2017). “2017 National School Climate Survey” Gay Lesbian Straight Education Network (GLSEN)
3. Burdge, H., Snapp, S., Laub, C., Russell, S. T., Moody, R. (2013). Implementing Lessons that Matter: The Impact of LGBTQ-Inclusive Curriculum on Student Safety, Well-Being, and Achievement. San Francisco, CA: Gay-Straight Alliance Network and Tucson, AZ: Frances McClelland Institute for Children, Youth, and Families at the University of Arizona.

5. **FISCAL IMPACT/REVENUE SOURCE**

To complete the facility assessment, which is assumed to cover all schools, the following costs are estimated:

- Approximately 200 hours of staff work (at \$100 per hour), cost of \$20,000, which includes the facility assessment and to add this to the Education Specs
- \$25,000 contract for associated capital work in regard to the facility assessment

It is assumed these costs will be covered by capital funds.

The resolution speaks to a request to explore the development of a LGBTQIA+ history and culture course. If added to the Catalog of Secondary School Subjects, this course would be available in District high schools. If it is determined that this new course is needed or desired, the development of the course, the purchase of instructional materials, and professional development for teaching staff will all require funding.

The resolution speaks to offering sensitivity training for staff and volunteers. We assume \$5,000 for the development of such training. Because this training is not required, it is assumed this will take place during current professional development time that is already funded.

There will be some costs incurred if schools are renamed, amounts are indeterminate.

The resolution requires that the Superintendent will distribute the resolution and that it be translated into the top five languages. It is assumed this will take 80 hours of staff time for translations and for development and distribution of the communication. It is assumed costs would be incurred by current staff.

Fiscal impact to this action will be \$50,000 in estimated costs, as well as some costs as noted above that are indeterminate.

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

In addition to ideas raised about inclusion at Meany Middle School’s ASB club, such as LGBTQ inclusive curriculum, and ideas from the Inclusive Washington Checklist, Director DeWolf started working in collaboration with Chief Podesta, Chief DeBacker, Legal Counsel Ronald Boy, Health Manager Lisa Love, Directors Mack and Rankin, as well as representatives from Greater Seattle Business Association, Somos Seattle, WAISN, Pride Foundation, Equal Rights Washington, NAACP – LGBTQ, Gender Justice League, GLSEN, Gender Diversity, LGBTQ Allyship, Ingersoll Gender Center, Gay City, and Washington LGBTQ Commission, as well as consulting with the Student Advisory Board and the NAACP – Youth Council, to formulate a resolution that seeks to address major areas of potential progress toward greater LGBTQIA+ inclusion in Seattle Public Schools.

7. EQUITY ANALYSIS

Use of the Racial Equity Analysis Tool indicates that the resolution would have an overall positive benefit for LGBTQIA+ students and families, particularly LGBTQIA+ students and staff of color, in Seattle Public Schools. LGBTQIA+ inclusive instructional materials and diverse schools improve identity safety and foster safe & welcoming schools to help the development of a strong, academically-focused identity among LGBTQIA+ students, staff, and community.

8. STUDENT BENEFIT

Students from Meany Middle School ASB, as well as students and families attending “Inclusive Washington,” greatly inspired the development and introduction of this resolution. The resolution will encourage departments, schools and staff to increase their efforts to affirm inclusion of LGBTQIA+ students, staff, and community in Seattle Public Schools. Curricula that are relevant to the life experience of students from diverse backgrounds have been shown to have positive impacts on the development of a strong identity connected to achievement. For LGBTQIA+ students, and non-LGBTQIA+ students, too, LGBTQIA+ inclusion leads to a greater appreciation of foundational values of equity and justice that contribute to our collective understanding that LGBTQIA+ history is American history.

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: Board action is required to adopt a resolution.

10. POLICY IMPLICATION

The LGBTQIA+ Inclusion resolution aligns with Board Policy No. 0030, Ensuring Educational and Racial Equity. Additionally, this resolution will impact Board Policy No. 2015, Selection and Adoption of Instructional Materials; Board Policy No. 6970 and Board Procedure 6970BP, Naming of School District Buildings; and two new Board Policies planned for adoption in 2020: 3211, Gender-Inclusive Schools, and 6900, Facilities Planning.

11. BOARD COMMITTEE RECOMMENDATION

This motion was not discussed in committee due to the cancellation of the March 18, 2020 Executive Committee meeting.

12. TIMELINE FOR IMPLEMENTATION

The resolution will go into effect on approval of the full Board. Additionally, per this resolution, revisions to Board Policy No. 2015 and the adoption of Board Policy No. 3211 and Board Policy No. 6900 are planned ~~are planned~~ to come before the Board ~~before September 1,~~ by October 2020.

13. ATTACHMENTS

- Resolution 2019/20-28 (For Approval)
- Racial Equity Analysis Tool (For Reference)

Seattle School District No. 1
Board Resolution

Resolution No. 2019/20-28



A RESOLUTION of the Board of Directors of Seattle School District No. 1, King County, Seattle, Washington on Inclusion for Our LGBTQIA+ Students, Staff, and Community.

WHEREAS, Seattle Public Schools is a district of more than 53,000 students and more than 12,000 full-time and part-time staff where we value and celebrate diversity and inclusion; and

WHEREAS, a 2019-20 Focus Goal of the Seattle Public Schools Strategic Plan is to provide schools where students feel safe and welcome and that goal is rooted in the belief that students should be celebrated for being their authentic selves, recognizing that when students are provided healthy, safe, engaging, supportive, and academically rigorous school environments they are able to learn to their full potential; and

WHEREAS, the recent community debate focused on the exclusion of LGBTQIA+ teaching staff in a school in our region has invited the Board to reflect on our long-held beliefs and commitment to inclusion, knowing that educational environments where students recognize the diversity that makes them special in adult role models at school helps to create an atmosphere where students feel empowered as scholars to succeed; and

WHEREAS, systemic transphobia, biphobia, and homophobia can push LGBTQIA+ youth out of school and cause long-lasting negative educational and mental health outcomes; and

WHEREAS, we know LGBTQIA+ youth, particularly LGBTQIA+ youth of color, still face significant discrimination and barriers to inclusion as compared to their peers, including disproportionate rates of school disciplinary action and are two-to-four times more likely than their peers to be physically assaulted or threatened at school, leading them to be less likely to attend school, according to a national study ([2017 RTI Report, "Violence and LGBTQ+ Communities"](#)); and

WHEREAS, affirming diverse sexual orientations and gender identities and expressions is one of the most effective mental health interventions for supporting LGBTQIA+ youth; and

WHEREAS, inclusive curriculum has been shown to improve educational health and personal safety, as shown in the [2017 GLSEN National Climate Survey](#), as well as to increase the level of peer acceptance of LGBTQIA+ students and foster school communities where LGBTQIA+ youth were less likely to hear homophobic and transphobic remarks, were less likely to feel unsafe, experienced lower levels of victimization, and performed better academically; and

WHEREAS, Board Policy No. 3210, Nondiscrimination, Acts of Hostility and Defamation, expresses our commitment to fostering, cultivating, and preserving a culture of diversity, respect, and inclusiveness, and the Policy is implemented and enforced through a robust system of procedures overseen by a nondiscrimination compliance officer; and

WHEREAS, the District has long-supported and affirmed the rights of our transgender and gender-expansive students by establishing and continually enhancing a comprehensive Superintendent Procedure (3210SP.C) that details a student's right to be referred to by the name and pronouns that affirms their identity and to use restrooms and locker rooms that correspond to gender identity and not sex-assigned at birth. In addition, the District has created and provided gender identity book kits for instruction in grades K-5 and hosts an annual LGBTQIA+ Family Dinner to bring our LGBTQIA+ families together; and

WHEREAS, the District is continually in a process of improvement and refinement in relation to creating identity-safe spaces for all including work targeted toward greater inclusion for LGBTQIA+ staff and students, including, but not limited to, coordinating our electronic student systems so students are able to be recognized by the name that affirms their identity and continuously promoting the expansion of gender-neutral spaces in all of our schools; and

WHEREAS, we acknowledge that creating LGBTQIA+ and gender-expansive inclusivity in the District is not complete with any one action, and it does not happen holistically with the change of a policy, or the passage of a resolution, but depends on a systematic shift in paradigms and by increasing the understanding of sexual and gender diversity, recognizing that this creation requires appropriate communication, professional development, collaboration with our labor partners, and a commitment from the Board, District staff, and students; and

WHEREAS, the students of Seattle Public Schools should have the opportunity to learn about significant LGBTQIA+ events and groups, such as the Society for Human Rights, the Lavender Scare, Daughters of Bilitis, the Supreme Court Case, "One, Inc v Olesen," Don't Ask/Don't Tell, DOMA, 1987 AIDS March on Washington, the riots at Stonewall Inn, the Compton Cafeteria riots, Upstairs Lounge arson attack, the White Night riots; and, meaningful contributions of LGBTQIA+ historical figures such as James Baldwin, Langston Hughes, Josephine Baker, Bayard Rustin, Sylvia Rivera, Marsha P Johnson, Frida Kahlo, Jack Baker and James Michael McConnell, Harvey Milk, Oscar Wilde, Virginia Woolf, Walt Whitman, TS Eliot, Edith Windsor, Kathy Kozachenko, Mia Yamamoto, Margaret Chung, Brandon Teena, Yone Noguchi, Pedro Zamora, Alice Nkom, Michael Sam, Audre Lorde, Magnus Hirschfeld, We'wha (Zuni), Lozen & Dahteste (Chiricahua Apache), Billie Jean King, Sally Ride, Matthew Shepard, [Stormé DeLarverie](#), and so many more; and

NOW THEREFORE, BE IT

RESOLVED, that the Superintendent will direct a District facilities assessment be completed, and a report provided to the Board, detailing schools: with a student single stall or multi-stall gender-neutral restroom; without a gender-neutral restroom including the feasibility and estimated costs to convert existing restrooms; and

BE IT FURTHER RESOLVED, that the Board requests the Superintendent to direct applicable staff to explore the development of a LGBTQIA+ history and culture course to be added to the Catalog of Secondary School Subjects, if staff determines that the new course is needed or desired, and provide a report to the Curriculum and Instruction Policy Committee on their determination; and

BE IT FURTHER RESOLVED, that the District will commit to including at least one accessible, multi-stall gender-neutral restroom in all new facilities construction and take the necessary steps to ensure these restrooms will be present in all future educational specifications, floor plans, and capital planning; and

BE IT FURTHER RESOLVED, that the District supports all students and staff by affirming their right to be their authentic selves, including the right to be open about their sexual orientation or gender identity and to speak about their personal and family lives in the same manner as their non-LGBTQIA+ peers, recognizing it is never appropriate to discipline or shame a person who in good faith comes out to another member of the Seattle Public Schools community; and

BE IT FURTHER RESOLVED, that the District encourages its schools to display on their flag poles and the volition of its employees to display in classrooms, offices, or halls, a rainbow Pride flag, Transgender Pride flag, or other sign of support for LGBTQIA+ students or staff, because these symbols are consistent with the District's commitment to the creation of identity-safe and welcoming schools and illustrate our sincere belief that we must serve all without judgment, discrimination, or alienation; and

BE IT FURTHER RESOLVED, that the District will continue to honor and respect a student's self-reported gender identity and gender expression at school regardless of outside adult acknowledgement or acceptance; the District will work to educate and support adults important to a student on greater acceptance and acknowledgement; however, the District will not wait for such adult acceptance or require parent/guardian consent before honoring the student's self-reported gender identity and gender expression; and

BE IT FURTHER RESOLVED, that the Board, District, and appropriate stakeholders commit to both the urgency and the need for long-term, sustainable, and well-informed action around LGBTQIA+ inclusivity; and

BE IT FURTHER RESOLVED, that the District and our schools be proactive in decreasing anti-LGBT language, feelings, behaviors, and bullying by:

1. Promoting positive images of LGBTQIA+ individuals; and
2. Making available age appropriate LGBTQIA+ inclusive instructional materials and books for elementary and secondary schools; and
3. Requiring that newly-adopted United States history, social studies, and English language arts instructional materials, and reasonably include in all other instructional materials, significant events, societal contributions, and/or representations of LGBTQIA+ individuals; and
4. Offering LGBTQIA+ sensitivity training for staff and volunteers; and
5. Reminding staff of their duty to ensure that all students are safe and affirmed in our school communities, and to create a school culture that both prevents and proactively intervenes with acts of name-calling (such as racist, sexist, transphobic, and homophobic remarks), bias, harassment, or bullying that they see, including, but not limited to LGBTQIA+-biased language and bullying; and

BE IT FURTHER RESOLVED, that the Superintendent shall consider this resolution a proposal of the Board to change the name of an existing school building to a distinguished individual to be specifically identified through an engagement process including students, staff, parents, alumni, and community residents, who has served the local community, state, or nation, in the promotion of LGBTQIA+ rights; and

BE IT FURTHER RESOLVED, that the Superintendent will distribute or inform principals, teachers, and families of this resolution, and translate it into the top five languages within Seattle Public Schools; and

BE IT FURTHER RESOLVED, that the Superintendent shall report back to the Board on the status of, and plan for, implementation of each point in the above resolution.

ADOPTED this _____ day of _____, 2020

Zachary DeWolf, President

Chandra N. Hampson, Vice President

Leslie Harris, Member-at-Large

Brandon K. Hersey

Eden Mack

Liza Rankin

Lisa Rivera-Smith

ATTEST: _____
Denise Juneau, Superintendent
Secretary, Board of Directors
Seattle School District No. 1
King County, WA



It is the moral and ethical responsibility and a top priority for Seattle Public Schools to provide Equity Access and Opportunity for every student, and to eliminate racial inequity in our educational and administrative system.

Research indicates that racial disparities exist in virtually every key indicator of child, family, and community well-being. Individual, institutional and structural impacts of race and racism are pervasive and significantly affect key life indicators of success. The **Racial Equity Analysis Tool** lays out a clear process and a set of questions to guide the development, implementation and evaluation of significant policies, initiatives, professional development, programs, instructional practices and budget issues to address the impacts on racial equity. To do this requires ending **individual racism, institutional racism and structural racism.**

The concept of **racial equity** goes beyond formal racial 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 achieve. This means differentiating resource allocations, within budgetary limitations, to serve students with the support and opportunities **they need** to succeed academically.

Why and when should I use it?

- **Use** this tool to create an equity lens for educational leaders:
The Racial Equity Analysis Toolkit provides a set of guiding questions to determine if existing and proposed policies, budgetary decisions, programs, professional development and instructional practices are likely to close the opportunity gap for specific racial groups in Seattle Public Schools.
- **Apply** the tool to decrease the opportunity gap, and increase positive outcomes for students of color.

Department/Region/School: School Board

Facilitator: Zachary DeWolf Date: 3/6/2020

Committee/Community members: Executive Committee

Decision/Policy: Inclusion for LGBTQIA+ students, Policy No. 2015, 3211, 6900

Are you: Making a new decision? Yes Reviewing an existing decision?

Expected Outcomes: Safe & Welcoming Schools for LGBTQIA+ students, staff, and community

Have you had any Equity Training from SPS? Yes

How many times have you used the Racial Equity Analysis Tool? 10

Please mark the type of decision below:

- | | |
|--|---|
| <input type="radio"/> Applicable Policy X | <input type="radio"/> Procedure |
| <input type="radio"/> Program | <input type="radio"/> Budget Issue |
| <input type="radio"/> Professional Development | <input type="radio"/> Hiring and Staffing |

Glossary:

Race: Race is a powerful social idea that gives people different access to opportunities and resources. Race is not biological but is real. Race affects everyone, whether we are aware of it or not.

Individual racism: Pre-judgment, bias, stereotypes about an individual or group based on race. The impacts of racism on individuals include members of certain racial groups internalizing privilege and people of color internalizing oppression.

Institutional racism: When organizational programs or policies work to the benefit of certain racial groups and to the detriment of people of color, usually unintentionally or inadvertently.

Structural racism: The interplay of policies, practices, and programs of multiple institutions which leads to adverse outcomes and conditions for people of color compared to members of other racial groups. This occurs within the context of racialized historical and cultural conditions.

Accountable: Responsive to the needs and concerns of those most impacted by the issues you are working on, particularly to communities of color and those historically underrepresented in the civic process.

Educational and Racial Equity: Providing equitable access to opportunities, resources and support for each and every child by intentionally recognizing and eliminating historical barriers, as well as the predictability of personal and academic success based on race, background and/or circumstance.

Racial Inequity: When communities of color do not have access to opportunities and a person's race can predict their social, economic and political opportunities and outcomes.

Stakeholders: Those student, families and community groups impacted by proposed policy, program or budget issue who have potential concerns or issue expertise. Examples might include: specific racial/ethnic groups, other institutions like Seattle Housing Authority, schools, community-based organizations, staff and families.

Culture: The ways that we each live our lives; including values, language, customs, behaviors, expectations, ideals governing childrearing, the nature of friendship, patterns of handling emotions, social interaction rate, notions of leadership, etc.

Expected Outcomes: A measurable result that is planned for, using the racial equity tool.





Racial Equity Analysis

STEP 1: Set Outcomes, Identify and Engage Stakeholders

Leadership sets key racially equitable outcomes and engages stakeholders (SPS staff and community members.)

1. What does your Board/committee define as racially equitable outcomes related to this issue?

LGBTQIA+ students, especially LGBTQIA+ students of color furthest from educational justice, will have increased identity safety and be less likely to experience disciplinary action, will be more likely to attend school, and reduce the amount of harm caused to them, which improves their educational outcomes and improves intellectual health.

2. How will leadership communicate key outcomes to stakeholders for racial equity to guide analysis?

The Board will communicate to each other, SPS leadership, key LGBTQIA+ stakeholders and community, at retreats and community meetings, and in the Friday Memo

3. How will leadership identify and engage stakeholders: racial/ethnic groups potentially impacted by this decision, especially communities of color, including students who are English language learners and students who have special needs?

- a. *The Board will submit to Superintendent to share with Student Advisory Board, as well as Meany Middle School ASB and Nathan Hale QSA;*
- b. *We will share in language at our external dual/multi-lingual families meeting;*
- c. *Board will communicate with NAACP-YC, SESEC, CISC, SMNO, and more racial/ethnic stakeholders groups;*
- d. *Board will share with SCPTSA and Sped-SCPTSA groups and inquire about others to share with*

STEP 2: Engage Stakeholders in Analyzing Data

Stakeholders (SPS staff and community members) gather and review quantitative and qualitative disaggregated data and specific information to determine impacts or consequences.

1. How will you collect specific information about the school, program and community conditions to help you determine if this decision will create racial inequities that would increase the opportunity gap?

The Board will work with Superintendent and Lisa Love to identify opportunities, including the annual LGBTQIA+ Family Dinner, to ask our communities for



Racial Equity Analysis

feedback on conditions that may improve racial equity and close the opportunity gaps.

2. Are there negative impacts for specific student demographic groups, including English language learners and students with special needs?

None identified, but the Board will inquire through our various community and family groups, such as SPED-SCPTSA, school leaders and teachers (SEA, PASS), and student advisory board and NAACP-YC, and will seek out more groups to gather information from

STEP 3: Ensuring educational and racial equity /Determine Benefit or Burden Stakeholders (SPS staff and community members) collaborate to analyze how this policy/ decision/proposal/initiative/budget issue will increase or decrease educational and racial equity.

1. What are the potential benefits or unintended consequences?

Potential Benefits: The school District and Board affirm LGBTQIA+ inclusion for students, staff, and community in Seattle Public Schools, we lead the way on inclusion efforts in our state, LGBTQIA+ students and staff feel more safe and welcomed, educational outcomes for kids at the intersections of race and LGBTQIA+ identity are on the rise, increase positive interactions, improve trust; Potential Consequences: backlash toward this important work, introduction of new costs

2. What would it look like if this policy/decision/initiative/proposal ensured educational and racial equity for every student?

We've increased trust in our district, we've improved safety and a feeling of welcome in our schools, and LGBTQIA+ students of color experience improves and their educational outcomes and intellectual health improved, closing opportunity gaps between LGBTQIA+ students and the target of 100% graduation for every student.

STEP 4: Evaluate Success Indicators and/or Mitigation Plans

Stakeholders (SPS staff and community members) identify ongoing measures of success or mitigation plans for negative impacts

1. How will you evaluate and be accountable for making sure that the proposed solution ensures educational equity for all students, families and staff?

The Board will work with Superintendent on improving surveys and feedback gathering opportunities including climate surveys, and through information gathering at the annual LGBTQIA+ Family Dinner.



Racial Equity Analysis

2. What are specific steps you will take to address impacts (including unintended consequences), and how will you continue to partner with stakeholders to ensure educational equity for every student?

Share out feedback in Friday Memo from key stakeholders, including but not limited to: Greater Seattle Business Association, Somos Seattle, WAISN, Pride Foundation, Equal Rights Washington, NAACP – LGBTQ, Gender Justice League, GLSEN, Gender Diversity, LGBTQ Allyship, Ingersoll Gender Center, Gay City, and Washington LGBTQ Commission, as well as consulting with Student Advisory Board and the NAACP – Youth Council, host a community meeting in 2021 focused on the impact.