



## Board Special Meeting

### Work Session: Anti-Racism Policy

November 9, 2020, 6:00-7:30 p.m.

#### *Meeting to be held remotely*

By SPSTV Broadcast and [YouTube Streaming](#) (See details below)

By Teleconference: +1 206-800-4125 (Conference ID: 116 518 511#)

### Agenda

#### Call to Order

6:00pm

#### Work Session: Anti-Racism Policy

6:00pm

#### Adjourn

7:30pm\*

#### This meeting will be streamed and broadcast by SPSTV:

- **Online Streaming via SPSTV YouTube page:**  
<https://www.youtube.com/channel/UCbWeZY-zLJlpQG-xsJ1Xy2Q?>
  
- **Broadcast in Seattle**
  - Comcast 26 (standard-def) 319 (hi-def)
  - Wave 26 (standard-def) 695 (hi-def)
  - Century Link 8008 (standard-def) 8508 (hi-def)

**IMPORTANT NOTE:** This meeting will be held remotely without an in-person location per the Governor’s proclamation prohibiting public agencies from conducting meetings subject to the Open Public Meetings Act in-person to curtail the spread of COVID-19. The public is being provided remote access through SPSTV (YouTube and Broadcast) and teleconference as noted above. There is a maximum capacity for the teleconference line, and a “waiting room” may be utilized to address capacity. Additional attendees will be admitted from the waiting room as capacity permits.

*Special meetings of the Board, including work sessions and retreats, may contain discussion and/or action related to the items listed on the agenda. Executive sessions are closed to the public per RCW 42.30. \*Times given are estimated.*



# **SCHOOL BOARD ACTION REPORT**

**DATE:** September  
**FROM:** Directors Chandra Hampson and Brandon Hersey

**For Introduction:** November 18, 2020  
**For Action:** December 2, 2020

## **1. TITLE**

Adoption of 0040 Anti-Racism Policy

## **2. PURPOSE**

This Board Action Report presents for approval a newly developed policy to commit Seattle Public Schools to becoming an Anti-Racist organization and, consistent with Policy 0030 — Ensuring Educational and Racial Equity, prioritization of the cultural and systemic changes necessary to eliminate racism in Seattle Public Schools.

## **3. RECOMMENDED MOTION**

I move that the School Board adopt Policy 0040, as attached to the Board Action Report.

## **4. BACKGROUND INFORMATION**

- a. **Background** In 2012, the Seattle School Board approved Policy 0030 in support and furtherance of racial equity in Seattle Public Schools. Significant groundwork toward closure of the opportunity gap was laid by staff, community and students. However, while the notion of racial equity was a well-accepted value, the ability of the District to operationalize the policy within a culture and system not designed to foster racial equity, in a society dependent on racial inequity, remains an ongoing hurdle in its realization.

As a result of ongoing incidents and impacts of racism District-wide, which continued to impede racial equity progress, the community began to apply additional pressure, beginning in fall of 2018, to add stronger policy language and procedural processes to identify, acknowledge and remedy incidents of hate and bias and particularly racism within Seattle Public Schools. Seattle Council PTSA worked closely with school communities District-wide that were addressing racism through school culture, incidents and systemic practice. This became the focal point for SCPTA meetings with Superintendent and senior staff, with support from Brent Jones, Chief of Equity, Partnerships and Engagement, and Dr. Concie Pedroza, Director of Racial Equity Advancement.

- Throughout 2018-19 school year incidents of hate, bias and racism continued to confront Seattle Public Schools families. What was missing was a clear, coordinated response constituting clear acknowledgement or capacity of individual school communities to consistently acknowledge and resolve these situations. Also, missing was an effective means of reporting incidents at either the building or district levels or data

collection/analysis. These were the topics that community sought to address with District leadership.

- In December 2018 Seattle Council PTSA met with Superintendent Juneau and district leadership, including the Office of Student Civil Rights. Discussion centered on concerns racism and discrimination in schools and the concept of a Hate and Bias response document was collaboratively developed. See document shared by Dr Pedroza (attached). For the first time in many years, OSCR had the opportunity to address principals directly as a result of this input to Superintendent Juneau.
- In February/March 2019 Seattle Council PTSA produced the attached document Student Caregiver Response after weeks of collaboration and feedback. The document was shared with Dr. Pedroza, and later with Superintendent Juneau.
- By June 2019, it was determined by advocates within SCPTSA and school communities, together with staff School Board Director Jill Geary to support, that due to continued increase in incidents and escalating demand from community that, in order for a significant positive shift to take place, it would require a District policy to mandate broader cultural and accountability changes.
- By August 2019 Draft Policy 0040 was shared with Dr. Scarlett by then School Board Candidate Chandra Hampson, and immediate SCPTSA Past President and School Board Director Jill Geary, on behalf of SCPTSA and the eighty school communities they represent.
- The October 2019 draft policy was presented to ERAC, AAMAC and other interested committees on November 21, 2019 to review the current draft policy language. The content of the Racism and Discrimination in Schools document was discussed again with the Superintendent on November 2019.
- In November 2019, an Anti-Racism Policy Draft was presented to the Curriculum and Instruction Committee.
- In December 2019, an Anti-Racism Policy Draft was presented to the Board in the Friday Memo  
[https://www.seattleschools.org/UserFiles/Servers/Server\\_543/File/District/Departments/School%20Board/Friday%20Memos/2019-20/FridayMemo\\_20191213.pdf](https://www.seattleschools.org/UserFiles/Servers/Server_543/File/District/Departments/School%20Board/Friday%20Memos/2019-20/FridayMemo_20191213.pdf)
- In May, SCPTSA was invited to a stakeholder meeting on May 20, 2020 to review a newer version of Policy 0040 created by staff after the October 2019 engagement.
- On June 15, 2020 Policy 0040 was discussed during SCPTSA's monthly meeting with Superintendent Juneau.
- Also, in June 2020, Superintendent Juneau stated "we must realize that this fight to become an anti-racist organization and to make sure our Black and Brown children and young people thrive is completely within our power."
- On June 17, 2020 Policy 0040 was discussed as a Special Item in the Executive Committee Meeting.
- On June 24, 2020 the School Board affirmed its commitment to introducing policy 0040 in Resolution No. 2019/20-38 in Support of Black Students Safety.
- On July 1, 2020, the Board held a work session on the Anti-Racism Policy development with a presentation to Executive Committee Scheduled for August.
- In August of 2020 the King County Equity Now Coalition established the following demand related to the District's anti-racism work:

"The Seattle Public Schools must implement a robust anti-racist professional development course required for all educators—i.e., including teachers, admin, nurses,

paraprofessionals, librarians, and office professionals. This course would not be a one-time training, but instead, provide ongoing trainings throughout the school year and educators' careers. This course should include antiracist historical lessons, pedagogical methods, assessment strategies, and identity self-exploration to learn how to effectively teach for Black lives. Training would also address the that institutional racism and racialized anger bias has led educators to disproportionately—and violently—call 911 on Black children and provide alternative strategies for healing centered de-escalation and community building.”

- During the September 2020 Executive Committee Meeting, a DRAFT BAR and two different drafts of policy 0040 were presented with feedback from both Staff, Committee and SCPTSA.
- On October 3, 2020 Staff announces plans for three engagement sessions with Black and Native Community Based organizations, Black Female Students and Black women during the month of October.
- On October 5, 2020 SCPTSA provided a draft Policy 0040 for action at the October 14 Executive Committee meeting in response and created a series of twelve community engagement events to solicit feedback on that draft prior to introduction to the full Board.

b. **Alternatives** Continued delay of enactment of policy level work without deadline.

c. **Research** Seattle Public Schools has committed itself in values and direction via our strategic plan, our policy Ensuring Educational and Racial Equity 0030, Resolutions in support of Black Lives Matter in Schools, Black Student Safety, and the goal of providing a daily educational environment which students not only have access to an environment which nurtures their intellectual health but that it does so in a way that rejects racism in all forms, is far from realized. Double digit opportunity gaps in student outcomes persist with racial predictability and systemic pervasiveness as does disproportionality in discipline and utilization of the “best” programs the District has to offer

Our curriculum still does not reflect the students and families we serve in a way that would support those furthest from educational just seeing themselves as integral to closing gaps or even determining how and *who* we measure. We do not track incidents of racism. There is no clear pathway or expectation that a report of racism will be acknowledged much less remedied or restored. We do not account for the hundreds of calls to police and security that disproportionately, we can only assume for lack of data, impact students of color but we know are supported by higher referral to juvenile justice and child protective services. We have no systemic approach to rejecting racism in all forms in Seattle Public Schools. We only have the ideals that it should be so. This policy intends to remedy that. An anti-racist organization, in final form might have some of these characteristics:

-A future vision of an institution and wider community that has overcome systemic racism and all other forms of oppression

-Institution's life reflects full participation and shared power with diverse racial, cultural and economic groups in determining its mission, structure, constituency, policies and practices

- Members across all identity groups are full participants in decisions that shape the institution, and inclusion of diverse cultures, lifestyles, and interest
- A sense of restored community and mutual caring
- Allies with others in combating all forms of social oppression
- Actively works in larger communities (regional, national, global) to eliminate all forms of oppression and to create multicultural organizations.

Meanwhile, SPS remains somewhere between a Symbolic and Identity Change ([https://www.aesa.us/conferences/2013\\_ac\\_presentations/Continuum\\_AntiRacist.pdf](https://www.aesa.us/conferences/2013_ac_presentations/Continuum_AntiRacist.pdf)) while still holding on to a culture of compliance rather than affirmation. This Policy aims to shift the organization to the next stage in which we affirm and then begin to restructure and rebuild with strong connection to the broader community.

**5. FISCAL IMPACT/REVENUE SOURCE**

Implementation of the anti-racism policy is anticipated to have a fiscal impact primarily associated with training and reporting systems development. While immediate fiscal impact is limited to family and community engagement, longer term costs will require development of a reporting and data analysis and feedback system.

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

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

**6. COMMUNITY ENGAGEMENT**

Because this policy initiated in community, the initial engagement is truly one of collaboration in responding to community demand for Seattle Public Schools commit to becoming an anti-racist institution. Presented are versions developed entire in collaboration with Seattle Council PTSA in conjunction with its eighty members school associations and NAACP Youth Coalition. However, as some time has passed since initial development and the landscape has been heightened, additional engagement is necessary between discussion in committee and Introduction to the full Board:

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve

Tier 3: Collaborate

**7. EQUITY ANALYSIS**

As the purpose of the policy is specifically related to systemic and cultural anti-racist work, and therefore deepened analysis, the tool may be redundant. However, it should be completed nonetheless and, in doing so, provide input as to the extent to which the tool needs to be

broadened in its utilization/modified or better tailored so as to better contribute toward anti-racist practice and a wider variety of actions.

**8. STUDENT BENEFIT**

Students face hate and bias in our society every day. Their experience in the environment in which they are expected to be welcomed and supported in their achievement of intellectual growth and health should not be marred by those same forms of hate and bias. Rather, it should be a safe haven, reflecting back who they are and want to become while providing a strong set of skills and understanding of the world around them, in as much truth and evidence as possible. It should be a place where connections across cultural

**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. 1810, Annual Goals and Objectives, provides the Board shall approve this item
- Other:

**10. POLICY IMPLICATION**

Board Policy No. 1810 — Annual Goals and Objectives is implicated as described above. Policy No. 1820 — Evaluation of the Board, describes how the Board will evaluate itself at the end of the goal cycle.

**11. BOARD COMMITTEE RECOMMENDATION**

This motion was discussed at the Executive Committee meeting on October 14, 2020. The Committee reviewed the motion and moved the item forward for consideration by the full Board.

**12. TIMELINE FOR IMPLEMENTATION**

Upon approval of this motion, the Superintendent will engage directly with community, family and staff to support development for implementation by Spring of 2021.

**13. ATTACHMENTS**

- Draft Policy 0040 for consideration

- Caregiver Response to Hate and Bias
- Principal Response
- Seattle Council PTSA Engagement Timeline
- SPS Engagement Timeline

DRAFT



# Board Action Report: Adoption of 0040 Anti-Racism Policy

## Attachments to the Board Action Report

Seattle Public Schools is committed to making its online information accessible and usable to all people, regardless of ability or technology. Meeting web accessibility guidelines and standards is an ongoing process that we are consistently working to improve.


While Seattle Public Schools endeavors to only post documents optimized for accessibility, due to the nature and complexity of some documents, an accessible version of the document may not be available. In these limited circumstances, the District will provide equally effective alternate access.

For questions and more information about this document, please contact the following:

Board Office  
[boardoffice@seattleschools.org](mailto:boardoffice@seattleschools.org)

Attachments to the Board Action Report: Draft Policy 0040 for consideration; Caregiver Response to Hate and Bias; Principal Response; Seattle Council PTSA Engagement Timeline; SPS Engagement Timeline



	<p>Anti-Racism</p>	<p>Policy No. 0040</p> <p>[DATE]</p> <p>Page 1 of 13</p>
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I. High level statement

The Seattle Public Schools Board of Directors (“Board”) and Seattle Public Schools (“District”) reject all forms of racism as destructive to the District’s mission, vision, values, and goals. The purpose of this policy is two-fold: 1) acknowledging that becoming an anti-racist school system will require long-term, intentional institutional restructuring based on anti-racist analysis and identity, and authentic engagement with students and families, particularly Black and Brown students and families and 2) immediately identifying and addressing incidents of racism in all aspects of the learning and working environments. To these ends, the Board and District are committed to:

(II. Directives)

1. Establish and sustain a district-wide culture that shares the collective responsibility to unapologetically identify, address and dismantle systems, decisions and outcomes that result from and perpetuate racism and white supremacy culture and privilege;
  
2. Identify and acknowledge, with clarity and transparency, where racism, in all forms, occurs or exists within the District - naming the practice and the harm perpetuated;
  
3. Create responses that reject racism, that are expedient, operationally consistent, and restorative—including accessible reporting and complaint-handling processes for those experiencing or witnessing racism;

4. Reject racist practices and beliefs, and instead actively cultivate and embrace the unique gifts, talents and interests of every child, ending the predictive value of social or cultural factors, such as race, class, or gender, on student success, in alignment with Policy 0030;
5. Increase academic opportunity to those furthest from educational justice and foster cultural awareness among those who benefit most academically and economically from racist structures;
6. Practice anti-racism, equity, and inclusion in all decision-making; dismantle discriminatory practices and systems; and individually and collectively recognize unconscious bias and belief gaps in our governing structures;
7. Provide training, resources and engagement regarding anti-racism, equity, inclusion, and unconscious bias at all levels of the District, including leadership, staff, students, families, community and labor partners, vendors and contractors;
8. Conduct anti-racism and equity audits of District policies and practices to remove implicit or explicit bias, institutional racism, and discrimination;
9. Actively recruit, share power with, and promote full participation of Black, Indigenous, and People of Color (“BIPOC”) families in both school-site and district-wide decision making;
10. Create, cultivate, and maintain safe and welcoming opportunities and environments for courageous conversations and listening sessions with historically marginalized BIPOC families; educate our communities on BIPOC families’ histories, cultures, experiences, identities, and issues faced; and evolve our District’s anti-racist actions to meet these families’ most pressing needs through transparent and authentic engagement;

11. Create and maintain partnerships with BIPOC community organizations that have trusted relationships with families within our school communities;
12. Provide meaningful and ongoing anti-racist and anti-bias training and professional development for all educators and staff, as well as anti-racist and anti-bias pre-teacher training;
13. Provide curricula, teaching practices, and school library materials that challenge systemic racism, and honor the histories, cultures, traditions, identities, perspectives of BIPOC communities that have historically been erased or ignored, i.e. ethnic studies embedded in the instruction;
14. Support BIPOC student activism and leadership, including welcoming channels of communication and inclusivity; and promote financial literacy and mental health supports and connections to resources as a corrective action to systemic racism;
15. Recruit and retain, and remove barriers to BIPOC educators, administrators, and school board members, which includes cultivating a more welcoming environment for BIPOC educators to thrive;
16. Promote and sustain individual school cultures that honor, respect, reflect, and are welcoming to BIPOC students and staff, and recognizing the systems that historically impeded these culture shifts;
17. Develop authentic and asset-based student assessment metrics that honor the brilliance of BIPOC students and research and implement new metrics in the spirit of correcting injustice;
18. Provide professional development utilizing healing centered engagement within classrooms and schools; and constantly invest more resources to create a safe and healing

space in the educational system as a refuge and educational ground for anti-racist behavior;

19. Identify and dismantle unjust and discriminatory student discipline and zero-tolerance policies that perpetuate generational trauma and the school-to-prison pipeline; and educate educators and students about the racist history of this pipeline and create short and long-term plans on how to stop it;

20. Require comprehensive guidelines, anti-racist and anti-bias training for all school staff regarding involvement of law enforcement, child protective services and the use of force by security personnel and other staff;

21. Ensure schools treat racism and bias as serious matters and educational opportunities. With each racist aggression or transgression, increase anti-racism training and promote mental, emotional and spiritual healing to those impacted by racist attacks. Take small incidents of racism, also known as microaggressions, seriously. These are often overlooked but can be a powerful agent of racism that should be explicitly addressed;

22. Create measurable goals, timeline and accountability in collaboration with students, families and parent group leaders throughout by which the District is accountable to itself, Board and community for achieving progress toward becoming an anti-racist organization;

22. Ensure BIPOC students, families and staff in predominantly white schools feel supported rather than isolated;

23. Collect and disaggregate data by race, type and severity of incidents, while maintaining confidentiality, so that trends can be identified, and corrective action can occur before major problems develop. Measure and address gaps within instances and systemically;

24. Track and monitor high incident areas, including playgrounds, hallways, and obstructed spaces;

25. Investigate racism in identification of students with special needs, different abilities, IEP and 504 plans.

The Superintendent shall expeditiously create and update procedures necessary to implement this policy. The procedures shall promote and prioritize appreciation of the diverse ways that individuals and groups with varied social characteristics experience the world. The procedures shall acknowledge and announce, District-wide, that racism interferes with the prosperity and mental health of our communities and recognize that each and every student and group have strengths that should be embraced and fostered throughout the District.

Schools and the District shall maintain records of complaints concerning racism by staff, students and parents and their resolutions in accordance with the Superintendent [Complaint Handling Procedures]. Procedures may differ depending on the nature of the complaint and persons implicated. Completion of versions of both and data collection standards and procedures. “Response Guidelines – Responding to Incidents of Hate and Bias for School Leaders and Schools”, and the “Student and Parent Guide for School Response to Incidents of Hate and Bias” used in every building.

The Superintendent shall report annually to the Board on the progress of aggressive anti-racism strategies, the incidents of racism reported or identified, and the responses and actions taken.

Buildings shall provide information in the Continuing School Improvement Plans including data of incidents of reported racism and responses taken; and, how anti-racism education strategies align with Board policies and Superintendent procedures.

(III. Background)

Personal, institutional, and systemic racism has historically existed and continues to exist in our society, our City and our schools and school systems. Combatting racism in every District setting is a legal and moral imperative. Practices of redlining and failure to share educational and economic opportunity have resulted in a racially and economically segregated city. It is the Board's belief that education is the first and best defense against the perpetuation of racist practices in our society. The Board recognizes that change is difficult and requires courage at every level. At the same time, we know we will not close our gaps, succeed in our mission, live our values or accomplish our goals if we do not undertake this critical work. We also recognize that we must center the voices of our Black, Brown and other families of color and authentically engage with families and the community to make progress.

In the District, there are significant disparities between student racial groups that must be acknowledged and addressed, including:

- Academic performance, educational opportunity and representation within curriculum, pedagogy and educator representation;

- Graduation rates, advance learning identification and opportunities, ethnic study opportunities, diverse course availability and participation, special education identification and delivery, standardized test scores, and discipline rates;

- Acknowledgment of racism, exposure to and knowledge of differing cultures, belief that all students can and will achieve when students are truly respected and engaged and provided opportunity, and willingness to share resources to an equitable end;

- Distribution and retention of teachers and staff of color, and the impact of contractual provisions on populations of color from District to school buildings to construction sites.

These disparities exist because of centuries of systemic racism that continue to plague our society and have significant inter-generational effects and perpetuate economic, social

and educational inequity. Racial inequities were created over time and can be eliminated over time. Similarly, personal prejudice is learned and can be unlearned. Educators need to be educated on how to become anti-racist and teach anti-racism and play a vital role in reducing racism and inequity by recognizing the manifestation of racism, creating culturally inclusive learning and working environments, dismantling educational systems that directly or indirectly perpetuate racism and privilege through teaching, policy and practice.

(IV. Definitions for the purpose of Seattle Public Schools)

(Adapted from the Government Alliance on Race and Equity

at [www.racialequityalliance.org](http://www.racialequityalliance.org); Albemarle SD Policy; Alberta Civil Liberties Research Center)

**ANTI-BLACKNESS-** The Council for Democratizing Education defines anti-Blackness as being a two-part formation that both voids Blackness of value, while systematically marginalizing Black people and their issues. The first form of anti-Blackness is overt racism. Beneath this anti-Black racism is the covert structural and systemic racism which categorically predetermines the socioeconomic status of Blacks in this country. The structure is held in place by anti-Black policies, institutions, and ideologies. The second form of anti-Blackness is the unethical disregard for anti-Black institutions and policies. This disregard is the product of class, race, and/or gender privilege certain individuals experience due to anti-Black institutions and policies. This form of anti-Blackness is protected by the first form of overt racism.

**ANTI-RACISM-** the active process of identifying, examining, challenging and changing the values, environments, structures, and behaviors that perpetuate systemic racism with the goal of creating educational and employment equity.

**CULTURE-** A social system of meaning and custom that is developed by a group of people to assure its adaptation and survival. These groups are distinguished by a set of

unspoken rules that shape values, beliefs, habits, patterns of thinking, behaviors, and styles of communication.

**IMPLICIT BIAS** - Also known as unconscious or hidden bias, implicit biases are negative associations that people unknowingly hold. They are expressed automatically, without conscious awareness. Many studies have indicated that implicit biases affect individuals' attitudes and actions, thus creating real-world implications, even though individuals may not even be aware that those biases exist within themselves. Notably, implicit biases have been shown to trump individuals' stated commitments to equality and fairness, thereby producing behavior that diverges from the explicit attitudes that many people profess. The Implicit Association Test (IAT) is often used to measure implicit biases with regard to race, gender, sexual orientation, age, religion, and other topics. (State of the Science Implicit Bias Review 2013, Cheryl Staats, Kirwan Institute, The Ohio State University).

**INDIGENEITY** - Indigenous populations are composed of the existing descendants of the peoples who inhabited the present territory of a country wholly or partially at the time when persons of a different culture or ethnic origin arrived there from other parts of the world, overcame them, by conquest, settlement or other means and reduced them to a non-dominant or colonial condition; who today live more in conformity with their particular social, economic and cultural customs and traditions than with the institutions of the country of which they now form part, under a state structure which incorporates mainly national, social and cultural characteristics of other segments of the population which are predominant. (Example: Maori in territory now defined as New Zealand; Mexicans in territory now defined as Texas, California, New Mexico, Arizona, Utah, Nevada and parts of Colorado, Wyoming, Kansas, and Oklahoma; Native American tribes in territory now defined as the United States).

<https://johansandbergmcguinne.wordpress.com/official-definitions-of-indigeneity/>



**INDIVIDUAL/PERSONAL RACISM** - pre-judgment, bias, or discrimination by an individual based on race. Individual racism includes both privately held beliefs, conscious and unconscious, and external behaviors and actions towards others.

**INSTITUTIONAL RACISM** - occurs within institutions and organizations, such as schools, that adopt and maintain policies, practices, and procedures that reinforce existing inequities for people of color and advances for white people with privilege.

**INTERNALIZED RACISM** - Internalized racism is the situation that occurs in a racist system when a racial group oppressed by racism supports the supremacy and dominance of the dominating group by maintaining or participating in the set of attitudes, behaviors, social structures and ideologies that undergird the dominating group's power. It involves four essential and interconnected elements: Decision-making - Due to racism, people of color do not have the ultimate decision-making power over the decisions that control our lives and resources. As a result, on a personal level, we may think white people know more about what needs to be done for us than we do. On an interpersonal level, we may not support each other's authority and power - especially if it is in opposition to the dominating racial group. Structurally, there is a system in place that rewards people of color who support white supremacy and power and coerces or punishes those who do not. Resources - Resources, broadly defined (e.g. money, time, etc.), are unequally in the hands and under the control of white people. Internalized racism is the system in place that makes it difficult for people of color to get access to resources for our own communities and to control the resources of our community. We learn to believe that serving and using resources for ourselves and our particular community is not serving "everybody." Standards - With internalized racism, the standards for what is appropriate or "normal" that people of color accept are white people's or Eurocentric standards. We have difficulty naming, communicating and living up to our deepest standards and values, and holding ourselves and each other accountable to them. Naming the problem - There is a system in place that misnames the problem of racism as a problem of or caused by people of color and blames the disease - emotional, economic, political, etc. - on people of color. With internalized racism, people of color might, for example, believe we are

more violent than white people and not consider state-sanctioned political violence or the hidden or privatized violence of white people and the systems they put in place and support. (Internalized Racism: A Definition, Donna Bivens, Women's Theological Center. 1995)

**INTERSECTIONALITY** - Intersectionality is simply a prism to see the interactive effects of various forms of discrimination and disempowerment. It looks at the way that racism, many times, interacts with patriarchy, heterosexism, classism, xenophobia — seeing that the overlapping vulnerabilities created by these systems actually create specific kinds of challenges. “Intersectionality 102,” then, is to say that these distinct problems create challenges for movements that are only organized around these problems as separate and individual. So, when racial justice doesn’t have a critique of patriarchy and homophobia, the particular way that racism is experienced and exacerbated by heterosexism, classism etc., falls outside of our political organizing. It means that significant numbers of people in our communities aren’t being served by social justice frames because they don’t address the particular ways that they’re experiencing discrimination. ( <https://www.them.us/story/kimberle-crenshaw-lady-phyll-intersectionality>)

**STRUCTURAL (SYSTEMIC) RACISM** - Encompasses the history and current reality of institutional racism across all institutions and society. It refers to the history, culture, ideology, and interactions of institutions, laws and policies that perpetuate a system of racial inequity that harms communities of color.

**CULTURAL RACISM** - Cultural racism refers to representations, messages and stories conveying the idea that behaviors and values associated with white people or “whiteness” are automatically “better” or more “normal” than those associated with other racially defined groups. Cultural racism shows up in advertising, movies, history books, definitions of patriotism, and in policies and laws. Cultural racism is also a powerful force in maintaining systems of internalized supremacy and internalized racism. It does that by influencing collective beliefs about what constitutes appropriate behavior, what is

seen as beautiful, and the value placed on various forms of expression. All of these cultural norms and values in the U.S. have explicitly or implicitly racialized ideals and assumptions (for example, what “nude” means as a color, which facial features and body types are considered beautiful, which child-rearing practices are considered appropriate.) <http://www.racialequitytools.org/>

**WHITENESS** - The term white, referring to people, was created by Virginia slave owners and colonial rules in the 17th century. It replaced terms like Christian and Englishman to distinguish European colonists from Africans and indigenous peoples. European colonial powers established whiteness as a legal concept after Bacon’s Rebellion in 1676, during which indentured servants of European and African descent had united against the colonial elite. The legal distinction of white separated the servant class on the basis of skin color and continental origin. The creation of ‘whiteness’ meant giving privileges to some, while denying them to others with the justification of biological and social inferiority. ([https://www.pbs.org/race/000\\_About/002\\_04-teachers-01.htm](https://www.pbs.org/race/000_About/002_04-teachers-01.htm))

**WHITE SUPREMACY** - White supremacy is a historically based, institutionally perpetuated system of exploitation and oppression of continents, nations and peoples of color by white peoples and nations of the European continent; for the purpose of maintaining and defending a system of wealth, power and privilege. (Challenging White Supremacy Workshop, Sharon Martinas Fourth Revision. 1995.)

**WHITE SUPREMACY CULTURE** - White Supremacy Culture refers to the dominant, unquestioned standards of behavior and ways of functioning embodied by the vast majority of institutions in the United States. These standards may be seen as mainstream, dominant cultural practices; they have evolved from the United States’ history of white supremacy. Because it is so normalized it can be hard to see, which only adds to its powerful hold. In many ways, it is indistinguishable from what we might call U.S. culture or norms – a focus on individuals over groups, for example, or an emphasis on the written word as a form of professional communication. But it operates in even more subtle ways,

by defining what “normal” is – and likewise, what “professional,” “effective,” or even “good” is. In turn, white culture also defines what is not good, “at risk,” or “unsustainable.” White culture values some ways – ways that are more familiar and come more naturally to those from a white, western tradition – of thinking, behaving, deciding, and knowing, while devaluing or rendering invisible other ways. And it does this without ever having to explicitly say so... 2. White supremacy culture is an artificial, historically constructed culture which expresses, justifies and binds together the United States white supremacy system. It is the glue that binds together white-controlled institutions into systems and white-controlled systems into the global white supremacy system. (Paying Attention to White Culture and Privilege: A Missing Link to Advancing Racial Equity, by Gita GulatiPartee and Maggie Potapchuk, The Foundation Review, Vol. 6: Issue 1 (2014). 2. Challenging White Supremacy Workshop, Sharon Martinas Fourth Revision. 1995)

**RACIAL HEALING** - To restore to health or soundness; to repair or set right; to restore to spiritual wholeness, (Racial Equity Resource Guide, W. K. Kellogg Foundation, Michael R. Wenger, 2012)

**RESTORATIVE JUSTICE** - Restorative Justice is a theory of justice that emphasizes repairing the harm caused by crime and conflict. It places decisions in the hands of those who have been most affected by a wrongdoing, and gives equal concern to the victim, the offender, and the surrounding community. Restorative responses are meant to repair harm, heal broken relationships, and address the underlying reasons for the offense. Restorative Justice emphasizes individual and collective accountability. Crime and conflict generate opportunities to build community and increase grassroots power when restorative practices are employed. (The Movement for Black Lives [https://policy.m4bl.org/glossary /](https://policy.m4bl.org/glossary/))

Adopted:  
Revised:  
Cross Reference:  
Related Superintendent Procedure:

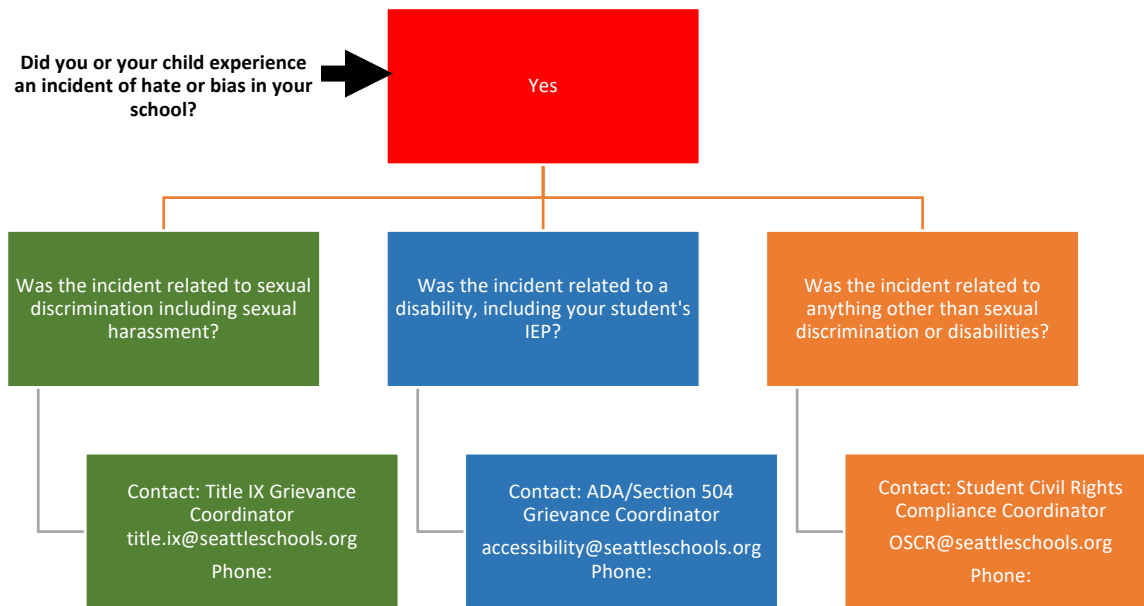
Previous Policies:  
Legal References:  
Management Resources:

# Student and Caregiver Guide for School Response to Incidents of Racial or Ethnic Hate and Bias

Did you or your child experience an incident of hate or bias, such as racist language being directed at you or your child or racist action at school or discrimination in any other way? What now? This guide is designed to help caregivers and their students access support at Seattle Public School (SPS) District when incidents of racial or ethnic hate or bias occur; ensuring that the student rights and responsibilities are upheld;<sup>1</sup> and that, consistent to SPS strategic plan, SPS works in partnership with families and communities who represent students of color who are furthest from educational justice.<sup>2</sup>

**What are the definitions of an incident of hate or bias?** Any act of intolerance regarding race, ethnicity, gender, size, abilities, perceived sexual orientation or gender identification<sup>3</sup> is defined as an incident of hate or bias. This guide specifically addresses incidents of *racial* and *ethnic* hate or bias. While anyone experiencing any incident of hate or bias will find strategies for moving forward with reporting those incidents to SPS in this guide, there are specific offices to work with incidents of hate or bias specifically related to sexual discrimination such as gender, sexual orientation, gender identity and incidents specifically related to disabilities. See *Figure 1: Routing Incidents of Hate or Bias to the Right Office* to clarify which office to contact.

**Figure 1: Routing Incidents of Hate or Bias to the Right SPS Office**



<sup>1</sup> Students' Rights and Responsibilities 2018 – 2019. Seattle Public School District.

<sup>2</sup> SPS Strategic Plan

<sup>3</sup> Teaching Tolerance: <https://www.tolerance.org/sites/default/files/2017-07/Responding%20to%20Hate%20at%20School%202017.pdf>

**What if the incident involves more than one of the areas identified in figure 1, for example it was related to race AND my child's disability?** This is not uncommon. If an incident occurs that might involve more than one office at SPS, start at: Office of Civil Rights and alert them to the fact that this involves their office as well as the other office(s) involved.

**Does an incident of hate or bias only matter if it affects my child? What if the caregiver personally experiences an incident of hate or bias at school from administration, staff or other parents at a school?** All incidents of hate or bias targeted at any individual at school should be reported. SPS is committed to ensuring a safe and welcoming environment for all families.

## **Addressing Incidents of Racial or Ethnic Hate and Bias**

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**Are all incidents of racial or ethnic hate and bias intentional?** No, not all incidents are blatant. Racism can occur in our day-to-day lives by well-meaning people who do not understand the historical context of their words and/or actions and how they are designed to sustain the power of whiteness. No matter what the intention of the incident was, the primary goal of Seattle Public School is to focus on the *impact*: repairing the damage and injury to the individual(s) and the entire school community; identify strategies to prevent the incident from happening again; and learn from the process with the intent to do better in the future.

Examples of incidents of racial or ethnic hate or bias: [comments welcome]

## **Reporting Incidents**

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**We have experienced an incident of racial or ethnic hate and bias at school. What now?** Below is information to assist with each step of the process.

### **Part 1: Initial Response - Ensuring you and your family's safety and Preparing to Report Incident**

Experiencing incidents of hate and bias are painful and result in a range of intense emotions including fear. Take a moment to acknowledge the incident to the child/and or yourself. Identify how to care for yourself and your child as you prepare for the reporting process. This can include identifying support persons if that would be beneficial. As a caregiver and/or student you can bring in advocates to assist with this process. They can be members from your community such as a trusted friend, trusted community partners, or directly from the school itself. Remember, your student has a right to a safe and non-discriminatory learning environment.

#### *Questions to consider for Part 1: Initial Response*

- 1) Is my child safe at school? If no:
- 2) Do I feel comfortable reporting the incident myself? If no, is there a friend or other person who can assist you with reporting? Consider who can help.
- 3) Will I need translation support during this process? If yes, contact: Seattle Public Schools Translation and Interpretation services:
- 4) Do I or my child need immediate counseling supportive services? If so, contact:

## Part 2: Reporting

Reporting all incidents of hate and bias are important and Seattle Public Schools takes every incident seriously. Reporting can occur in two ways. For example, if you do not feel comfortable or safe reporting the incident at school, there is still an opportunity to report the incident to the SPS. Use the two scenarios below to help guide how you report. You have a right to have any and all support in the form of friends, family, community members present for you and your child at meetings, including during the reporting process.

**Scenario 1: I feel comfortable reporting the incident to someone at school.** Make an appointment with the person you feel comfortable talking with at your school, whether it is an administrators, such as the principal, counselor, family support staff, other staff person, or teacher. Bring any advocate, trusted friend or support person you would like to the appointment and information outlined in the Reporting Checklist.

**Scenario 2: I do not feel comfortable reporting the incident at school.** Contact the Student Civil Rights Compliance Coordinator and other relevant offices described in Figure 1. Bring any advocate, trusted friend or support person you would like to the appointment and information outlined in the Reporting Checklist.

During the reporting process, SPS staff will conduct an investigation. The investigation may include interviews with you and your student about the incident as well as interview other administrators, staff, students or parents directly involved in or who witnessed the incident. You have a right to be present during any interviews that occur with your child as part of this process. SPS should ensure that you and your child have adequate support for processing the incident and keep you informed of what is happening in the process. You have a right to have any and all support in the form of friends, family, community members present for you and your child at meetings. Debriefing the meeting with your advocate, trusted friend or support person is helpful to ensure that you both have a good understanding of the process and next steps.

## Part 3: Resolution and Restoration

Once SPS has concluded their investigation of the incident, SPS staff will meet with you to present an overview of their findings and a plan for moving forward. The plan will consist of:

- 1) A Resolution plan, including any disciplinary measures, must be created. School administration must outline how the incident will come to resolution. You have the right to a resolution that is consistent with your own values and healing process.
- 2) A communication plan will be developed in partnership with district and school staff. The school community should be alerted to the incident, while still maintaining privacy of individuals involved and include resources for caregivers to talk to their child(ren). Administrators and staff should

## REPORTING CHECKLIST

1. When did the incident(s) happen?
2. What specifically happened during the incident(s)?
3. Who was involved in the incident(s)?
4. Who witnessed the incident(s), if anyone?
5. Do you have any written or other documentation from the incident(s)?
6. What, if any, was the response at school so far?
7. Are there concerns about the incident(s) that you want worked out at school?
8. What actions/resolutions would I like to see happen?
9. What supportive services do I need for my student?



## DRAFT

identify strategies for making the incident a teaching opportunity for students without causing further harm to the student and/or their families. SPS should reaffirm their commitment to the unacceptability of hate and bias in our schools.

- 3) Restoration is the repair of injury and acknowledges the incident as an opportunity to learn and heal. A plan for restoration after the incident has been concluded should be developed in partnership with the student, family and school staff and administration. The restoration process must occur in a time frame and context that is acceptable to the victim in the incident.
- 4) Confirmation that the incident was recorded and reported at the school level. All incidents must be reported to the Office for Civil Rights to be tracked and measured.

### *Questions to consider for Part 3: Resolution*

- 1) What happens if I do not think that the resolution is not adequate?
- 2) What happens if my student continues to experience incidents of racial or ethnic bias?
- 3) What happens if I find out my child was questioned or interviewed about an incident without my knowledge.

### **Seattle Public Schools Resources:**

Student Rights and Responsibilities:

[https://www.seattleschools.org/UserFiles/Servers/Server\\_543/File/District/Departments/Discipline/StudentRightsResponsibilities2018-2019\\_ADA.PDF](https://www.seattleschools.org/UserFiles/Servers/Server_543/File/District/Departments/Discipline/StudentRightsResponsibilities2018-2019_ADA.PDF)

SPS Strategic Plan:

Translation and Interpretation Services:

Title IX Title IX Grievance Coordinator:

ADA/Section 504 Grievance Coordinator:

Student Civil Rights Compliance Coordinator:

District Response Team



## **Responding to Hate & Bias Guidelines for School Leaders & Schools**

- All educators report incidents of hate and bias to a school leader (Principal, Assistant Principal)
  - Clear guidelines should be given to staff on what types of incidents must be reported to school leaders
  - Resources and professional development for educators on how to differentiate between incidents considering varying cultural perspectives; notify Discipline Office (206-252-0820) if unsure of how to proceed.
- School leader notifies the Office of Student Civil Rights Office (206-252-0306)
  - Determination if a District Response Team is needed
- A school leader begins investigation
  - If school has both Principal and Assistant Principal, Principal and Assistant Principal(s) should discuss who will be primary investigator. Factors to consider when determining as to which school building leader will investigate (principal needs to be cc'd on all communication):
    - Type of incident (examples - graffiti, biased language, race-based physical assault, social media posts)
    - Number of students involved
    - Extensiveness of impact to school community (i.e. individual students, classroom, grade-level, entire school)
- Family (ies) involved (victim and author/aggressor?) are contacted to ensure accurate information is collected within 48 hours – Determine what information can be shared with families, grade level and/or school-wide (talk with Public Affairs & Communications for support for school-wide communication at 206-252-0200 or Rachel Nakanishi at [ranakanishi@seattleschools.org](mailto:ranakanishi@seattleschools.org))
- Identify other community supports/resources that can partner/help the school in this work
  - Community Based Organizations – Health & Counseling Services if student(s) receive services
  - Counselor or Identified Adult Support
  - Safety & Security (if needed)
  - District PBIS and Coordinated Health Team
- Develop communication plan for staff, students, and families (if needed). For any written communication, consider language translation needs for students, staff, and families

- Common messaging
  - Factual information
  - Shared at the same time and determine audience (families involved, classroom, all school)
  - Identify additional support staff in the building for students, families, and staff to access
  - Provide additional district and community resources with contact information, as appropriate
- School leader provides timely and accurate information to the school community/staff (emergency staff meeting, email to staff, letter home to families, family night, inform all students at the same point in time during the school day, etc.)
    - Denouncing the act
    - Acknowledging the pain and the impact of the incident
    - Validating the pain and the impact of the incident
    - Student confidentiality must be adhered to
    - Develop plan and messaging for parents who need extra support and are seeking additional information (such as who to contact, how the front office staff should respond to calls, etc.)
- Identify other student(s) who might be impacted (siblings, classmates, sports teams, groups, clubs, neighbors, etc.) who might need secondary trauma support – develop plan of support
- Determine system to identify and refer students/staff who may need additional supports which might include:
    - Counselor (911 Team from SPS)
    - Community Circle Meetings in class or in groups
    - Check ins
- Determine if an on-site Support Space is needed
    - Establish location and material needed
    - Social emotional literacy needs
- Notify other school sites as appropriate (close proximity to the school, connection through social media, schools of siblings, etc.)
- At the conclusion of the investigation, school leader will continue to need to provide timely and accurate communication
    - Communicate with relevant parties the findings (follow guidelines from above)
      - These should be audience-specific communications – i.e. aggrieved student/family may receive more information than the general school community regarding findings
    - Questions to consider when crafting communications –

- How is the school community going to address any unintentional impact/harm?
  - What learning must happen for the whole school community to be able to move forward together?
- Develop a plan for moving forward together with administrative, staff and families. Determine follow-up communications on a:
- Weekly, Monthly or Yearly basis – set timeline
- Schedule debrief meeting within one to two weeks and monthly thereafter the conclusion of the investigation to ensure school-wide supports are in place on monitored.
- What is are the systems that still need to be in place?
  - Is communication to staff and families clear and consistent?
  - What professional learning is needed in place? Trauma informed practices, Responding to Hate & Bias for Educators, PBIS Systems, etc.
  - What is our next action step?

Important Phone Numbers:

Discipline	206-252-0820
Office of Civil Rights	206-252-0306
Communications	206-252-0200

## RACISM AND DISCRIMINATION IN OUR SCHOOLS

When an incident of racism or discrimination occurs in a school (building) community we expect:

- 1) Acknowledgement: The recipient of the hate speech or discriminatory act is feel brought into the safe space of clear administrative acknowledgement. School administration must also acknowledge the incident to community (with anonymity of course). All such incidents should rise to principal level.
- 2) Resolution: School administration must delineate how the incident will come to resolution. Again, communication goes to both the family and the community with clarity and decisiveness.
- 3) Restoration: The most difficult of the steps. Restoration requires training and time but at worst should be aspirational. Restoration is the repair of injury and requires leaning into the opportunity for healing.
- 4) Reporting: All incidents involving racism, bias, discrimination should be reported BY administration, tracked and measured. Additionally, a question should be added to the Student (and family) Climate Survey that indicates whether or not they have experienced bias, racism, hate speech or discrimination. As there are multiple channels of reporting (Civil Rights, Ombudsperson), the four+ points of data should be compared for divergence and consistency.

Our most immediate request was that Superintendent Juneau communicate decisively and clearly state that Seattle Public Schools is determined to create safe spaces for children in which hate, bias and discrimination will be addressed swiftly and proactively.

I have copied additional senior staff that we believe would be helpful to taking this to the next level of action/implementation. I've included the tool Principals were exposed to earlier in the year.

We also need to continue to discuss, in this context, discrimination by administration as it applies to no-trespass, CPS and police engagements.



## SEATTLE COUNCIL PTSA COMMUNITY ENGAGEMENT TIMELINE

**October 3<sup>rd</sup> – PTA Leadership Coalition Work Session: 0030, 0040, policy and superintendent procedure.**

We will convene as a coalition of PTA leaders from across the district – Presidents, Vice Presidents and Race, Equity and Inclusion Chairs

**October 6<sup>th</sup> –Interview by El Rey 1360 Radio.**

Our President Manuela Slye will be interviewed by Mercedes Garcia. The purpose is to inform the audience of the current anti racism work done by our council and seek from the Spanish Speaking community for the first Anti Racism policy in Seattle Public Schools. El Rey 1360 reaches an average of 40,000 daily listeners.

**October 6<sup>th</sup> – “Con Confianza y en Comunidad”**

This is a virtual weekly meeting sponsored by King County Public Health. Since May 2020, the Spanish speaking community has this space to get updated on Covid 19 numbers, trends and resources and other topics. This week President Slye will be presenting the work SCPTSA has been doing to dismantle racism in Seattle Public Schools, context and history and how Policy 0040 is focused on protecting students of color from racism on school grounds and now in the virtual classroom.

**October 7<sup>th</sup> – Seattle Council PTSA General meeting.**

SCPTSA and SEA stand in solidarity to move forward Policy 0040. Marquita Prinzing, Center for Racial Equity Director will be presenting to our membership and gathering feedback for educators in our Anti Racism Coalition

**October 12<sup>th</sup> – Somali Community conversation: Anti Racism and policy 0040**

Seattle Council PTSA will be sponsoring the “Somali Community conversation: Anti Racism and policy 0040”. Seattle Council PTSA Special Education Chair, Hodan Mohammed will be leading the conversation.

**October 15<sup>th</sup> – Black Community conversation: Anti Racism and policy 0040**

Seattle Council PTSA will be engaging with the Black community at our event “Black Community conversation: Anti Racism and policy 0040”. Past President Sebrena Burr will be leading the conversation.

**October 19<sup>th</sup> – Native American Community: Anti Racism work and policy 0040**

Seattle Council PTSA will convene with the Native American Community at the event “Native American Community: Anti Racism work and policy 0040”. President Manuela Slye will be leading the conversation.

**October 21<sup>st</sup> – Engaging with the Indigenous Mexican Community: Anti Racism work and Policy 0040**

Seattle Council PTSA will be hosting the event “Engaging with the Indigenous Mexican Community: Anti Racism work and Policy 0040”, hosted by Flora Ybarra, SCPTSA Membership chair

**October 24-25<sup>th</sup> – Washington State PTA Legislative Assembly**

SCPTSA collaborated with Washington State PTA in creating the Resolution “Dismantling Institutional and Systemic Racism”. The resolution will be presented at the legislative assembly. A team of Seattle Council PTSA officers will be in attendance defending the resolution.

**October 29<sup>th</sup> – Anti Racism Coalition Convening**

Seattle Council PTSA will convene with the coalition of supporters of our Anti Racist work including SEA, PASS, Lake City Collective, NAACP Youth and others. A full list of attendees will be available by 10/19

**TBA – Students of color town hall: Anti Racism work and Policy 0040**

Seattle Council PTSA is committed to creating a safe space for Seattle Public School students to share their lived experiences with racism in our school system: from access to academic opportunities to micro aggressions to racist incidents in school buildings and the virtual classroom. Students will have the opportunity to discuss their ideas for change.

**TBA – Educators of color town hall: Anti racism work and Policy 0040**

Seattle Council PTSA is committed to creating a safe space for educators in our district to come together and share their personal and work experiences with racism in the school system.