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Policy: 0001

Diversity, Equity and Inclusion Policy

District Vision

Anacortes students rise to their fullest potential, embrace the future, and make a difference.

District Mission

We inspire every student every day with quality instruction that promotes creativity, growth, character, individual strengths and a lifelong love of learning.

Context and Rationale

We believe that each child has tremendous potential and is worthy of our best effort. While this is true, we know that children do not face level playing fields at school. We understand that individual and institutional biases result in students experiencing opportunity and achievement gaps. These biases are based on race, income, disability, gender, gender identity, sexual orientation, religion, language acquisition, mental health and other factors.

The Anacortes School District understands that adult mindsets about the abilities and strengths of our students have important impacts on student success. Adult actions -- or inactions -- impact the way students see themselves and whether they perceive school as a positive or negative place. Adults who work for Anacortes School District must have a success-oriented mindset and commit to the following:

- All students have the ability to meet our ambitious expectations for success in school and after graduation.
- Potentially unequal learning needs among students require equitable, not equal, distribution of resources.
- Everyone is responsible for identifying inequitable or discriminatory practices, including implicit bias and microaggressions, and to speak out or act to end those practices.
- Respecting and recognizing racial, cultural, and identity differences is necessary for students to receive a high quality education.

The district recognizes the difficulty of this work. It is a long-term commitment that requires students, staff, board and community to work together to support a new reality for all students.

Policy Directives

To reach our goal of eliminating disparities and promoting systemic equity for students, the superintendent is authorized to establish procedures and practices to implement the following:

1.0 All district staff will engage families to influence systemwide decision-making and create a sense of belonging that acknowledges and honors the identity and uniqueness of each student.

2.0 The district will provide a comprehensive educational program that develops the intellectual capacity of all students. The program will:

- address the social, emotional, and academic dimensions of learning together;
- reflect the diversity of students and families;
- encourage global awareness;
- align to standards;
- include multiple pathways for success; and
- be rooted in strong, culturally responsive teaching.

The district will provide the necessary professional learning to enact this program.

3.0 School and district staff will review district, school, program and student data to identify patterns, opportunity gaps, and biases that create achievement gaps. Staff will set goals, implement strategies, and monitor progress toward closing the achievement gap.

4.0 The district will provide professional learning for all staff that builds their capacity to teach and lead in an inclusive and equity-focused way that counteracts implicit bias.

5.0 The district will implement an equity-focused learning agenda that builds the capacity of students, parents, staff, and board members to recognize bias and lead in an inclusive, equity-focused way.

6.0 District and school leaders will distribute resources (financial, time, human capital, etc.) in a way that advances equitable outcomes

7.0 District and school leaders will actively recruit, hire, support and retain a highly competent, diverse staff at all levels.

8.0 District and school leaders will review existing and new policies, procedures, programs, professional development, and curricular materials to ensure equitable outcomes for students across the system.

9.0 The district will develop community partnerships to help ensure equitable outcomes for students across the system.

Definitions

Educational Equity: each child receives what they need to develop to their full academic and social potential (National Equity Project).

Achievement gap: the unequal or inequitable distribution of educational results and benefits with outputs such as test scores (edglossary.org).

Culturally responsive teaching: Using the cultural knowledge, prior experiences, frames of reference, and performance styles of diverse students to make learning encounters more relevant and effective for them. Providing appropriate challenge, leveraging student-teacher partnerships and making space for student voice and agency to enhance learning for all students.

Disproportionality: Used when one group's population size is too large or too small in comparison with another group. Frequently used to indicate that a policy or action is impacting one group more or less than another.

Equal: Regarding or affecting all people in the same way.

Equitable: With an emphasis on eliminating significant gaps in outcomes throughout our district, equitable practices seek to increase opportunities for achievement among students not performing to their full potential.

Equity lens: A tool for analysis, planning, decision making and evaluation. It can be used to diagnose or analyze the impact of the design and implementation of policies or programs on under-served, marginalized, and diverse individuals and groups and to identify appropriate accommodation to eliminate barriers.

Implicit bias: refers to the automatic and unconscious stereotypes that drive people to behave and make decisions in certain ways. It is the mind's way of making uncontrolled and automatic associations between two concepts very quickly.

Inequity: Situations, actions, or instances that result in a lack of fairness or justice.

Institutional bias: Laws, policies, customs, traditions and practices -- especially around race, class and language -- that systematically result in unequal opportunities and outcomes in an organization.

Microaggression: A comment or action that subtly and often unconsciously or unintentionally expresses a prejudiced attitude toward a member of a marginalized group.

Opportunity gap: The ways in which systems perpetuate lower educational aspirations, achievement and attainment for certain groups of students based on race, ethnicity, socioeconomic status, English proficiency, community wealth, familial situations, or other factors.

Student data: Quantitative and qualitative information that helps the district understand the experience of students. Disaggregated data includes smaller pockets of system-wide data to uncover patterns and trends that may be true for a subset of students, but not for all students across the system. For example, male students of a given race/ethnicity that participate in the free-and-reduced lunch program may have lower outcomes on standardized tests relative to results for all male students.

(Sources: National Equity Project; edglossary.org; Culturally Responsive Teaching by Zaretta Hammond; Highline School District)

Distribution of policies and procedures

The school district will make its equity policy and procedures available to families and the community. The district will annually provide its equity policy and procedures to all district personnel, students, and parents, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. The school district will ensure district employees and contractors are knowledgeable of, and accountable to, the equity policy and procedures.

Adoption Date: 6/11/2020

Classification: Essential

Revised Dates: