



Board Special Meeting

Work Session: Anti-Racism Policy

July 1, 2020, 3:00 – 4:00 p.m.

Meeting to be held remotely

[By Microsoft Teams](#)

By Teleconference: 206-800-4125 (Conference ID: 901 255 630#)

Agenda

Call to Order

3:00pm

Work Session: Anti-Racism Policy

3:00pm

Adjourn

4:00pm*

IMPORTANT NOTE: This meeting will be held remotely without an in-person location per the Governor's [Proclamation 20-28.5](#), which currently prohibits public agencies from conducting meetings subject to the Open Public Meetings Act in-person to curtail the spread of COVID-19, and consistent with [School Board Resolution 2019/20-29](#). The public is being provided remote access through Microsoft Teams and teleconference as noted above.

*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.*

Policy 0040: Anti-Racism Policy



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Background

1. Call from Community
2. Policy 0030
3. Partnership with Seattle Council PTSA
4. EPE supports policy development
5. New hires for greater support
6. Community Feedback guides development

Today...



Frequent Feedback:



Reflection: Feedback Form

Feedback? Questions?



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	<p>ANTI-RACISM POLICY</p>	<p>Policy No. 0040</p> <p>[DATE]</p> <p>Page 1 of 4</p>
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The Seattle School Board is committed to dismantling all forms of racism in Seattle Public Schools’ educational system. We believe that the responsibility to create an anti-racist institution is broadly shared by the Board, district staff, administrators, educators, communities, and families. We are focused on analyzing our current educational systems and structures, and rejecting racist policies, practices, procedures, ideas, cultures, communications, actions, and inactions.

The purpose of this Anti-Racism Policy is to:

- (1) supplement and inform the execution of Board Policy No. 0030, Ensuring Educational and Racial Equity;
- (2) explicitly center the dismantling of racist educational systems and structures, and the rebuilding of an anti-racist educational institution;
- (3) establish the Board and district’s acknowledgment of the historical and present-day need to become an anti-racist institution and commitment to building an anti-racist school district; and
- (4) establish common language to ensure that the execution of the eight commitments in Board Policy No. 0030 is in alignment with this Anti-Racism Policy.

With commitment to this purpose, Seattle Public Schools will:

- 1. Supplement and Inform the Execution of Board Policy No. 0030**
Board Policy No. 0030 states the district’s commitment to ensuring educational and racial equity. This Anti-Racism Policy speaks to the execution of Board Policy No. 0030 and more broadly responding to racial inequities and the impacts experienced by the students, families, staff, and communities to whom Seattle Public Schools is accountable, particularly students-, families-, staff-, and Communities of Color. As described in this Anti-Racism Policy, the district and Board are making simultaneous and interactive efforts to interrupt and dismantle the racist systems and structures that are resulting in racial inequities in our educational system.
- 2. Explicitly Center the Dismantling of Racist Educational Systems and Structures, and the Rebuilding of an Anti-Racist Institution**

The Board and district will identify and acknowledge, with clarity and transparency, where racism, in all forms, occurs or exists within the district—naming the systemic and structural harm perpetuated—to in turn center the interruption and dismantling of racist educational systems and structures, and rebuild an anti-racist institution. This includes, but is not limited to, analyzing decision-making, funding allocations, contracting, policies, procedures, and practices across divisions, departments, partnerships, roles, and positionalities of the district and Board to uphold this anti-racist intent.

3. Establish the Board and District’s Acknowledgment of the Historical and Present-Day Need to Become an Anti-Racist Institution and Commitment to Building an Anti-Racist Institution

The Board and district acknowledge that racism is at the core of educational injustice. Individual, institutional, and structural racism has historically existed and continues to exist in the district. Combatting racism in every district setting is a moral imperative. Practices of redlining and failure to share educational and economic resources and 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 commitment and courage at every level of the organization. Seattle Public Schools must take on this critical work to accomplish the commitment made to eliminate race as a predictor of student success and ensure equitable access to educational opportunities for every student, particularly Students of Color who are furthest from educational justice.

In the district, there are significant racial disparities that must be acknowledged and overcome. Our education system (policies, procedures, practices, values, culture, etc.) continues to place limits on the achievement, innovation, growth, and liberation of Students of Color. These limits are institutionalized through racialized systemic barriers found in areas that include, but are not limited to:

- Educational opportunities
- School resources and funding
- Program resources and funding
- Advanced learning identification and opportunities
- Special-education identification and delivery
- Standardized testing
- Graduation rates
- Cultural and racial representation in school body, administration, educator, district contractors, curriculum, events, school norms, affirmations, decision making, etc.
- Educator, staff, and administrative practices
- Learning spaces
- School safety, cultures, and climates
- Disciplinary actions and protocols for students and staff
- Workforce protections from racism and microaggressions
- Student and family protections from racism and microaggressions

The creation of the systemic barriers has significant multi-generational effects and perpetuates racism in economic, social and educational systems. Hence, the dismantling or re-creation of those systems so they are centered in racial equity can achieve the opposite—significant multi-generational effects that perpetuate equity in economic, social, and educational systems. District leaders, staff, educators, students, and families play a vital role in achieving this equitable future for ourselves and the children of Seattle Public Schools. However, it is imperative to work together, hold each other accountable to doing the necessary work, and recognize the many manifestations of racism—in ourselves, our communities, our systems, and our social structures.

4. Establish Common Language to Ensure that the Execution of the Eight Commitments in Board Policy No. 0030 is in Alignment with this Anti-Racism Policy

The following definitions should guide the execution of both Board Policy Nos. 0030 and 0040 and offer common language for Seattle Public Schools broader work:

System: Policies, practices, procedures, ideas, cultures, communications, and/or coordinated actions/inactions

Racism: Racial prejudice toward a marginalized individual and/or community by people with social and institutional power. Racism manifests through individuals, institutions, and social structures

- **Individual Racism:** Pre-judgment, bias, or discrimination by an individual based on race. Individual racism, also known as personal racism, includes both privately held beliefs, conscious and unconscious, and external behaviors and actions towards others.
- **Institutional Racism:** Racism that occurs within institutions and organizations, such as schools, that adopt and maintain policies, practices, and procedures that often unintentionally produce inequitable outcomes for People of Color and advances for white people with privilege.
- **Structural Racism:** Racism that is reinforced and perpetuated by the network of racist institutions/systems. These structural relationships and interdependencies between racist institutions have shaped and have been shaped by history, culture, ideology, and policies that perpetuate harm to Communities of Color.

Anti-Racism: The active process of identifying, examining, disrupting, and dismantling racist systems and structures (as well as the values, environments, and behaviors that uphold them) with the goal of creating an anti-racist institution that, in our case, leads to educational and employment justice.

Racial/Educational Equity: The condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares in society. Similarly, educational justice eliminates the predictive value of social or cultural factors, such as race, class, or gender, on students' success. The focus, in Racial Equity efforts, is on securing the equitable survival, ability to thrive, dignity, and autonomy among people most impacted by institutional racism while in institutionally racist systems. This may involve reforming or replacing elements of the systems in place, but it is different from Anti-Racism because Anti-Racism efforts work to dismantle the current systems of institutional racism, and rebuild new racially equitable systems in their place.

Reject: Maintain environments, policies, practices, and partnerships that are not tolerant of any forms of racism; actively challenge yourself and others to analyze how racism manifests in yourself, your colleagues, and the systems that you impact/impact you; and do the work to dismantle systems and structures of racism and rebuild them equitably.

Positionality: The social and political context that creates your identity in terms of race, class, gender, sexuality, and ability status. Positionality also describes how your identity influences, and potentially biases, your power, understanding and outlook socially, politically, and professionally.

Adopted: MONTH 2020

Revised:

Cross Reference: Policy No. 0030

Related Superintendent Procedure:

Previous Policies:

Legal References:

Management Resources: Definitions adapted from the Government Alliance on Race and Equity at www.racialequityalliance.org; Albemarle County Public Schools Anti-Racism Policy; Alberta Civil Liberties Research Center

Anti-Racism Policy—Engagement Feedback

Please insert line edit/language feedback in left column, and substantive feedback in the right column.

Policy Language/Line Edit Feedback	Substantive Feedback
<p>Group 1</p> <p>The Seattle School Board is committed to dismantling all forms of racism in Seattle Public Schools’ educational system. We believe that the responsibility to create an anti-racist institution is broadly shared by the Board, district staff, administrators, educators, communities, and families. We are focused on analyzing our current educational systems and structures, and rejecting racist policies, practices, procedures, ideas, cultures, communications, actions, and inactions.</p> <p>The purpose of this Anti-Racism Policy is to:</p> <p>(1) supplement and inform the execution of Board Policy No. 0030, Ensuring Educational and Racial Equity;</p> <p>(2) explicitly center the dismantling of racist educational systems and structures, and the rebuilding of an anti-racist educational institution;</p> <p>(3) establish the Board and district’s acknowledgment of the historical and present-day need to become an anti-racist institution and commitment to building an anti-racist school district; and</p> <p>(4) establish common language to ensure that the execution of the eight commitments in Board Policy No. 0030 is in alignment with this Anti-Racism Policy.</p>	
<p>Group 2</p>	
<p>With commitment to this purpose, Seattle Public Schools will:</p>	

Anti-Racism Policy—Engagement Feedback

1. Supplement and Inform the Execution of Board Policy No. 0030

Board Policy No. 0030 states the district’s commitment to ensuring educational and racial equity. This Anti-Racism Policy speaks to the execution of Board Policy No. 0030 and more broadly responding to racial inequities and the impacts experienced by the students, families, staff, and communities to whom Seattle Public Schools is accountable, particularly students-, families-, staff-, and Communities of Color. As described in this Anti-Racism Policy, the district and Board are making simultaneous and interactive efforts to interrupt and dismantle the racist systems and structures that are resulting in racial inequities in our educational system.

2. Explicitly Center the Dismantling of Racist Educational Systems and Structures, and the Rebuilding of an Anti-Racist Institution

The Board and district will identify and acknowledge, with clarity and transparency, where racism, in all forms, occurs or exists within the district—naming the systemic and structural harm perpetuated—to in turn center the interruption and dismantling of racist educational systems and structures, and rebuild an anti-racist institution. This includes, but is not limited to, analyzing decision-making, funding allocations, contracting, policies, procedures, and practices across divisions, departments, partnerships, roles, and positionalities of the district and Board to uphold this anti-racist intent.

Anti-Racism Policy—Engagement Feedback

<p>Group 3</p>	
<p><u>3. Establish the Board and District’s Acknowledgment of the Historical and Present-Day Need to Become an Anti-Racist Institution and Commitment to Building an Anti-Racist Institution</u></p> <p>The Board and district acknowledge that racism is at the core of educational injustice. Individual, institutional, and structural racism has historically existed and continues to exist in the district. Combatting racism in every district setting is imperative. Practices of redlining and failure to share educational and economic resources and 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 commitment and courage at every level of the organization. Seattle Public Schools must take on this critical work to accomplish the commitment made to eliminate race as a predictor of student success and ensure equitable access to educational opportunities for every student, particularly Students of Color who are furthest from educational justice.</p> <p>In the district, there are significant racial disparities that must be acknowledged and overcome. Our education system (policies, procedures, practices, values, culture, etc.) continues to place limits on the achievement, innovation, growth, and liberation of Students of Color. These limits are institutionalized through</p>	

Anti-Racism Policy—Engagement Feedback

racialized systemic barriers found in areas that include, but are not limited to:

- Educational opportunities
- School resources and funding
- Program resources and funding
- Advanced learning identification and opportunities
- Special-education identification and delivery
- Standardized testing
- Graduation rates
- Cultural and racial representation in school body, administration, educator, district contractors, curriculum, events, school norms, affirmations, decision making, etc.
- Educator, staff, and administrative practices
- Learning spaces
- School safety, cultures, and climates
- Disciplinary actions and protocols for students and staff
- Workforce protections from racism and microaggressions
- Student and family protections from racism and microaggressions

The creation of the systemic barriers has significant multi-generational effects and perpetuate racism in economic, social and educational systems. Hence, the dismantling or re-creation of those systems so they are centered in racial equity can achieve the opposite—significant multi-generational effects that perpetuate equity in economic, social, and educational systems. District leaders, staff, educators, students, and families

Anti-Racism Policy—Engagement Feedback

<p>play a vital role in achieving this equitable future for ourselves and the children of Seattle Public Schools. However, it is imperative to work together, hold each other accountable to doing the necessary work, and recognize the many manifestation of racism—in ourselves, our communities, our systems, and our social structures.</p>	
<p>Group 4</p>	
<p>4. <u>Establish Common Language to Ensure that the Execution of the Eight Commitments in Board Policy No. 0030 is in Alignment with this Anti-Racism Policy</u></p> <p>The following definitions should guide the execution of both Board Policy Nos. 0030 and 0040 and offer common language for Seattle Public Schools broader work:</p> <p>System: Policies, practices, procedures, ideas, cultures, communications, and/or coordinated actions/inactions</p> <p>Racism: Racial prejudice toward a marginalized individual and/or community by people with social and institutional power. Racism manifests through individuals, institutions, and social structures</p> <ul style="list-style-type: none">• Individual Racism: Pre-judgment, bias, or discrimination by an individual based on race. Individual racism, also known as personal racism, includes both privately held beliefs, conscious and unconscious, and external	

Anti-Racism Policy—Engagement Feedback

<p>behaviors and actions towards others.</p> <ul style="list-style-type: none">• Institutional Racism: Racism that occurs within institutions and organizations, such as schools, that adopt and maintain policies, practices, and procedures that often unintentionally produce inequitable outcomes for People of Color and advances for white people with privilege.• Structural Racism: Racism that is reinforced and perpetuated by the network of racist institutions/systems. These structural relationships and interdependencies between racist institutions have shaped and have been shaped by history, culture, ideology, and policies that perpetuate harm to Communities of Color. <p>Anti-Racism: The active process of identifying, examining, disrupting, and dismantling racist systems and structures (as well as the values, environments, and behaviors that uphold them) with the goal of creating an anti-racist institution that, in our case, leads to educational and employment justice.</p> <p>Racial/Educational Equity: The condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares in society. Similarly, educational justice eliminates the predictive value of social or cultural factors, such as race, class, or gender, on students' success. The focus, in</p>	
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Anti-Racism Policy—Engagement Feedback

Racial Equity efforts, is on securing the equitable survival, ability to thrive, dignity, and autonomy among people most impacted by institutional racism while in institutionally racist systems. This may involve reforming or replacing elements of the systems in place, but it is different from Anti-Racism because Anti-Racism efforts work to dismantle the current systems of institutional racism, and rebuild new racially equitable systems in their place.

Reject: Maintain environments, policies, practices, and partnerships that are not tolerant of any forms of racism; actively challenge yourself and others to analyze how racism manifests in yourself, your colleagues, and the systems that you impact/impact you; and do the work to dismantle systems and structures of racism and rebuild them equitably.

Positionality: The social and political context that creates your identity in terms of race, class, gender, sexuality, and ability status. Positionality also describes how your identity influences, and potentially biases, your power, understanding and outlook socially, politically, and professionally.

Anti-Racism Policy

I. High level statement)

The Seattle Public School Board (“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 environment will require long-term, intentional institutional restructuring based on anti-racist analysis and identity 2) immediately identifying and addressing incidents of racism in all aspects of the learning and working environments. Acknowledging that historically it has been challenging for staff and students who have worked to make these shifts to address racism; 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 that impact students and staff, decisions and outcomes that result from and perpetuate racism and white supremacy 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 and develop racial equity literacy to cultivate these skills in individuals and our institution;
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’s success, in alignment with Policy 0030;
5. Increase academic opportunity to those farthest from educational justice and foster cultural awareness in populations who benefit most academically and economically from racist structures.
6. Create measurable goals by which the District is accountable to itself, Board and community for achieving progress toward becoming an anti-racist organization.

The Superintendent shall create the procedures necessary to implement this policy with appreciation of the diverse ways that individuals and groups with varied social characteristics experience the world. It is not the aim of this policy to look at any group from a deficit lens, but instead to acknowledge that racism interferes with the recognition that every group has strengths that should be embraced and fostered throughout the District.

Schools and the District shall be required to 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.

The Superintendent shall report annually to the board on the progress of implementing anti-racism practices and strategies, the incidents of racism reported or identified, and the responses and actions taken. The Superintendent shall direct schools, programs, and district departments to report similarly on progress toward implementing anti-racism practices and strategies.

Buildings shall provide information with regard to racism in the Continuing School Improvement Plans including: data of incidents of reported racism and responses taken; and, its anti-racism education strategies aligned with Board policy and Superintendent procedure.

(III. Background)

Personal, institutional and systemic racism has historically existed and continues to exist in the District. 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 commitment and courage at every level of the organization. If we do not take on this critical work, we will not accomplish our commitment to eliminating opportunity gaps and ensure equitable access to educational opportunities for every student, particularly students of color who are furthest from educational justice.

Anti-Racism Policy

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

- Between student racial groups in academic performance, educational opportunity and cultural intelligence;
- In 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;
- In the acknowledgment of racism, exposure to and knowledge of differing cultures, belief that all students can achieve if provided opportunity, and willingness to share resources to an equitable end;
- In the racial demographics of the students, teachers and district staff, the 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.
- Like students of color, adults of color in our system experience the same microaggressions, explicit racialized incidents and disproportionality in disciplinary actions regardless of their systemic role.

The root cause of these disparities is racism. Inequitable access to opportunities that have significant multi-generational effects and perpetuate economic, social and educational inequity. However, racial inequities were created over time and can be eliminated over time. Similarly, personal prejudice is learned and can be unlearned. District leaders, staff, educators, students and families 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; Ablemarle SD Policy; Alberta Civil Liberties Research Center)

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

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 often unintentionally produce inequitable outcomes for people of color and advances for white people with privilege.

Structural (or 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 and policies that perpetuate a system of inequity that is detrimental to communities of color.