

## Possible Equity Policy for Issaquah School District

### Items for Consideration

- Determine whether to have a separate policy or look for measurements within our ends that defines the work within the interpretations?
  - Options
    - Have a new end addressing equity
    - Insert within a current end
    - Insert within our EL's
      - EL-2 – Treatment of People
      - EL-12 – Learning Environment/Treatment of Students
    - Do nothing
- Determine measurable outcomes
  - Options
    - Anonymous survey for teachers/staff
      - Observance within their classroom, team, administration, district
      - Observed changes from implementation of PBSES
- Determine type of policies
  - Broader policies for underserved students
  - Specific racial equity policy
    - Individual – Prejudgment, bias, stereotypes about an individual or group based on race.
    - Institutional – Organizational programs or policies working to the benefit of certain racial groups and to the detriment of people of color, usually unintentionally or inadvertently
    - Structural – The interplay of policies, practices and programs of multiple institutions which leads to adverse outcomes and conditions for people of color compared to members of other racial groups.

### Examples of Implemented Racial Equity Policy

#### Portland Schools Racial Equity Policy

([http://www.pps.net/cms/lib8/OR01913224/Centricity/Domain/51/RACIALEducation\\_Equity\\_Policy.pdf](http://www.pps.net/cms/lib8/OR01913224/Centricity/Domain/51/RACIALEducation_Equity_Policy.pdf))

Fostering a barrier-free environment where all students, regardless of their race, have the opportunity to benefit equally.

In order to achieve racial equity for our students, the Board establishes the following goals:

- A. The District shall provide every student with equitable access to high quality and culturally relevant instruction, curriculum, support, facilities and other educational resources, even when this means differentiating resources to accomplish this goal.
- B. The District shall create multiple pathways to success in order to meet the needs of our diverse students, and shall actively encourage, support and expect high academic achievement for students from all racial groups.
- C. The District shall recruit, employ, support and retain racially and linguistically diverse and culturally competent administrative, instructional and support personnel, and shall provide professional development to strengthen employees' knowledge and skills for eliminating racial and ethnic disparities in achievement. Additionally, in alignment with the Oregon Minority Teacher Act, the District shall actively strive to have our teacher and administrator workforce reflect the diversity of our student body.
- D. The District shall remedy the practices, including assessment, that lead to the over-representation of students of color in areas such as special education and discipline, and the under-representation in programs such as talented and gifted and Advanced Placement.
- E. All staff and students shall be given the opportunity to understand racial identity, and the impact of their own racial identity on themselves and others.

Minnesota Schools

[http://policy.mpls.k12.mn.us/uploads/policy\\_1304.pdf](http://policy.mpls.k12.mn.us/uploads/policy_1304.pdf)