

Book	Administrative & Board Policies
Section	3000: Students
Title	Race, Equity, and Identity
Code	3111
Status	Active
Adopted	May 13, 2021
Last Revised	July 29, 2021

RACE, EQUITY, AND IDENTITY

The core purpose of the Bainbridge Island School District (BISD) is to nurture the potential in each student so that they are well equipped for a world of infinite possibilities. The BISD acknowledges that institutional racism exists within our district and we are committed to working until race is no longer a predictor of overall student outcomes. It is unacceptable that opportunity gaps continue to exist because of historic, current, and institutional racism.

BISD believes that the diversity of our student body, our staff and our community is a strength and we are dedicated to fostering diversity in our staff at all levels including classified, certificated, administrative, as well as on the school board.

BISD aspires for historically underserved students to thrive in an environment that notices, acknowledges, and values who they are and contributes to their academic achievement. We strive to provide respectful and culturally relevant learning environments that honor diversity and create schools where students, families, community members and employees feel welcomed and supported. Race, as well as socio-economic status, gender, sexual orientation, gender identity or expression, and ability must cease to be a predictor of student success. The entire community benefits when every child succeeds; therefore, we have a collective responsibility, and require accountability, to ensure that children of every race, national origin, language, religion, gender, sexual orientation, gender identity or expression, socioeconomic status, and ability, reach their full potential.

The Board of Directors will uphold the values stated in this policy in conducting its business and in exercising its responsibilities to the people of Bainbridge Island. The Superintendent will establish such regulations, as may be necessary and appropriate to accomplish the purpose and intent of this Policy. The Board of Directors and Superintendent will also establish specific strategic goals with metrics for evaluation to implement this Policy as permitted by law.

Addressing opportunity and achievement gaps is the only acceptable path towards true equality and student success. The BISD Bainbridge Island School District will develop equity tools and strategies to eliminate systemic disparities and ensure systemic equity for students, staff, and families. Bainbridge Island School District commits to:

• Ensure Systemic Equity

Bainbridge Island School District will implement and lead from a system-wide racial equity plan that stands on three critical pillars: Family, Student and Community Engagement; Leadership; and Teaching and Learning.

A. Family, Student and Community Engagement

District employees will develop and implement equitable practices for supporting the inclusion of all stakeholders, as the intentional engagement of families, students, and community members provides multiple perspectives and views for solutions to issues that arise;

B. Leadership

District leaders will ensure that racial equity guides employee actions and leads to improved academic results by:

- Reviewing current district policies, procedures, programs, and professional development through the use of a racial equity analysis tool to ensure that the promotion of racial equity exists;
- Modeling racial equity in business practices;
- Recruiting, employing, supporting, retaining, and continuously developing a racially conscious and culturally responsive administrative, instructional, and support workforce;
- Focusing accountability and metrics on racially equitable results;

C. Teaching and Learning

District employees will work together to increase their individual and collective capacity to effectively teach a racially and ethnically diverse and changing student population by:

- Increasing the opportunities and achievement of all students while narrowing the gaps between the highest and lowest achieving students;
- Providing equitable access to a culturally inclusive and high quality curriculum, support, facilities, and other educational resources, including differentiating resource allocation.
- Ensuring all students, regardless of race, ethnicity, or class, graduate from the Bainbridge Island School District ready to succeed in a racially and culturally diverse local, national, and global community.
- Seeking community input and resources for the implementation of culturally responsive curriculum, teaching, and learning practices reflecting the understanding and appreciation of culture, class, language, ethnicity, and other differences that contribute to the uniqueness of each student and staff member;
- Collaborating between teachers and administrators to create and implement culturally responsive instructional practices, curriculum, interventions, and assessments;
- Providing multiple pathways for success in order to meet the diverse needs of our student body and encourage, support, and expect high academic achievement for all students.

• Eliminate Systemic Disparities

To interrupt factors that perpetuate inequities, the Bainbridge Island School District will:

- Identify and address racial disparity and disproportionality in all aspects of the educational and administration systems (e.g. disproportionality in discipline of students of color, their over representation in special education, and under representation in various advanced learning);
- Identify and address systemic disparities by inviting representatives of traditionally underserved populations to join in examining issues and finding adaptive solutions which address the root causes of inequities, rather than technical solutions which provide a one-time fix;
- Identify and address practices of identification that lead to the over- or under representation of any particular student group in intervention or enrichment programs;
- Identify and address any issues of disproportionality in the discipline assigned to particular student groups.

• Implementation and Accountability

The Superintendent is directed to provide an annual report to the public and to the School Board on the district improvement plan goals. Consistent with this policy an equity lens will be applied. When relevant and appropriate, reports will include evaluating our strategies and their effectiveness through providing disaggregated data, information on how funding is differentiated based on student need, and how programs or services are being implemented to ensure equitable access by students.

All staff members are responsible for the success and achievement of all students and charged with recognizing and speaking out when we are not meeting our vision of being an equity-focused district. Response to allegations of inequities may involve an assessment of district policies, programs, and strategies.

This policy will be reviewed periodically, but no less than every five years by the school board.

Equity Policy Terms & Phrases Defined

- **Anti-Bias:** An active commitment to challenging prejudice, stereotyping and all forms of discrimination.¹
- **Cultural Competency:** The ability to understand, communicate with, and effectively interact with people across cultures. Grounded in the respect and appreciation of cultural differences, cultural competence is demonstrated in the attitudes, behaviors, practices, and policies of people, organizations, and systems.²
- **Disaggregated Data:** Disaggregating data means breaking down information into smaller groups. For instance, breaking data down into grade level within school aged students, country of origin within racial/ethnic categories, or gender among student populations are all ways of disaggregating data. Disaggregating student data into smaller groups can help schools and communities plan appropriate programs, decide which evidence-based interventions to select (i.e. have they been evaluated with the target population), use limited resources where they are needed most, and see important trends in behavior and achievement.³
- **Discrimination:** The unequal treatment of members of various groups based on race, ethnicity, gender, gender expression, socioeconomic class, sexual orientation, physical or mental ability, religion, citizenship status, a combination of those identified, and/or other categories.⁴
- **Disproportionality:** the “overrepresentation” and “under-representation” of a particular population or demographic group relative to the overall student population.⁵
- **Diversity:** All the dimensions of diversity listed below may not have correlation data due to privacy laws. The following list if not all inclusive, and the policy calls for annual updates.

Age Citizenship Status	Family Structure Gender Identity or Expression	Pregnancy Race
Color Creed or Religion	Language Accessibility Marital/Relationship Status	Sex Sexual Orientation
Culture Economic Status	Mental and Physical Ability National Origin	Veteran Status

- **Educational Equity:** Public schools should provide equitable access and ensure that all students have the knowledge and skills to succeed as contributing members of a rapidly changing, global society, regardless of factors such as race, gender, sexual orientation, ethnic background, English proficiency, immigration status, socioeconomic status, or disability.⁶
- **Equality:** The effort to treat everyone the same or to ensure that everyone has access to the same opportunities. However, only working to achieve equality ignores historical and structural factors that benefit some social groups and disadvantages other social groups in ways that create differential starting points.⁷
- **Equity:** The effort to provide different levels of support based on an individual’s or group’s needs in order to achieve fairness in outcomes. Working to achieve equity acknowledges unequal starting places and the need to correct the imbalance.⁸
- **Implicit Bias:** A belief or attitude that affects our understanding, decision, and actions, and that exists without our conscious awareness.⁹
- **Institutional Racism:** Institutional racism refers specifically to the ways in which institutional policies and practices create different outcomes for different racial groups. The institutional policies may never mention any racial group, but their effect is to create advantages for whites and oppression and disadvantage for people from groups classified as people of color.¹⁰
- **Opportunity Gap:** Opportunity gaps occur because students of color and low-income children often have fewer opportunities to prepare and develop as young learners, due to reduced access to high-quality child care, pre-K, afterschool, and extracurricular activities. These gaps generally persist into their K-12 education, creating achievement gaps, a decades-old issue facing every state.¹¹

- **Race:** A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly color), ancestral heritage, cultural affiliation, cultural history, ethnic classification, and the social, economic, and political needs of a society at a given period of time. Racial categories subsume ethnic groups.¹²
- **Racism:** Is a system of advantage based on race and supported by institutions, policies and practices that benefit dominant groups and disadvantage subdominant groups. Racism is a social expression of power and privilege.¹³
- **White Privilege:** White privilege is an institutional (rather than personal) set of benefits granted to those who, by race, resemble the people who dominate the powerful positions in our institutions. One of the primary privileges is that of having greater access to power and resources than people of color do; in other words, purely on the basis of white skin color doors are open to those that are not open to other people.¹⁴

Notes:

- 1 <https://heartland.adl.org/news/adl-anti-bias-education-and-civil-rights-how-we-accomplish-the-work/>
- 2 (<https://cssp.org/wp-content/uploads/2019/09/Key-Equity-Terms-and-Conceptsvol1.pdf>)
- 3 National Center for Mental Health Promotion and Youth Violence Prevention, April 2012 Any other protected class identified in Federal, State or local laws.
- 4 <https://cssp.org/wp-content/uploads/2019/09/Key-Equity-Terms-and-Concepts-vol1.pdf>
- 5 National Association for Bilingual Education, 2002
- 6 NSBA Beliefs and Policies, www.nsba.org
- 7 (<https://cssp.org/wp-content/uploads/2019/09/Key-Equity-Terms-and-Conceptsvol1.pdf>)
- 8 (<https://cssp.org/wp-content/uploads/2019/09/Key-Equity-Terms-and-Concepts-vol1.pdf>)
- 9 (<https://cssp.org/wp-content/uploads/2019/09/Key-Equity-Terms-and-Concepts-vol1.pdf>)
- 10 (Source: www.racialequitytools.org)
- 11 (National Conference of State Legislatures, <http://www.ncsl.org/research/education/equity-and-the-opportunity-gap.aspx>).
- 12 (Source: Maurianne Adams, Lee Anne Bell and Pat Griffin, editors. Teaching for Diversity and Social Justice: A Sourcebook. New York: Routledge.)
- 13 (www.NEA.org)
- 14 (Understanding White Privilege, Francis E. Kendall, Ph.D., 2002).

Cross References:

- Policy 2000 - Educational Program Goals
- 2020 - Course Design, Selection and Adoption of Instructional Materials
- 2030 - Service Animals in Schools
- 2110 - Transitional Bilingual Instruction
- 2133 - Multicultural Advisory Committee
- 2161 - Education of Students with Disabilities
- 2162 - Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973
- 2335 - Health, Family Life, and Sex Education
- 3115 - Students Experiencing Homelessness: Enrollment Rights and Services
- 3122 - Excused and Unexcused Absences
- 3211 - Nondiscrimination
- 3212 - Gender-Inclusive Schools
- 3230 - Student Privacy and Searches
- 3241 - Student Discipline
- 3246 - Restraint, Isolation and Other Uses of Reasonable Force
- 3700 - Prohibition Against Sexual Harassment
- 3706 - Prohibition of Harassment, Intimidation or Bullying
- 4218 - Language Access Plan
- 5000 - Recruitment and Selection of Staff
- 5010 - Nondiscrimination and Affirmative Action
- 5011 - Sexual Harassment of District Staff Prohibited
- 5015 - Prohibition of Harassment, Intimidation and Bullying

Adopted: May 13, 2021

Revised: July 29, 2021

