

What is required of educators?

- **Develop a deep understanding of the historical context, culture, and strengths of all students and recognize that diversity and cultural differences are assets to all members of our Mount Vernon community**
- **Increase knowledge and understanding of intercultural and cross-cultural communications in order to authentically connect and partner with families and students**
- **Integrate students' and families' language, cultural skills and knowledge to create a sense of belonging and to foster an academic identity in all students**
- **Create learning environments relevant to and reflective of our students' lived experiences as well as school and district cultures that value all of our students' unique backgrounds and contributions to society**
- **Facilitate critical student dialogues to enhance cultural understandings, agency and advocacy for social justice**
- **Develop students' capacities to use their critical consciousness and cross-cultural awareness to act in a manner that leads to productive social change**

Racial Equity Plan 2020-2021

- Hire Assistant Director of Equity & Inclusion and support staff
- Develop Freshman social studies course offering, "Identity, Power & Action"
- Professional development opportunities and collaboration for building teams
- Continue to identify barriers to equitable outcomes
- Evaluate decisions through the equity lens
- Monthly Equity Team Lead meetings
- Evaluate methods and practices of teaching with focus on equity and Culturally Responsive Teaching (CRT) practices

Legal References

Board Policy 1801: Racial Equity
Board Policy 3201: Nondiscrimination
Board Policy 3211: Gender Inclusive Schools
Board Policy 5010: Nondiscrimination & Affirmative Action

OSPI-Equity & Civil Rights

Chapter 28A.642 RCW
Chapter 392-190 WAC
Chapter 19.60 RCW
Title IV of the Civil Rights Act of 1964
Title VI of the Civil Rights Act of 1964

The Mount Vernon School District does not discriminate in employment, programs, or activities on the basis of age, race, color, national origin, creed, religion, sex, sexual orientation, gender expression, gender identity, honorably discharged veteran or military status, or the presence of any sensory, mental or physical disability or use of a trained guide dog or service animal by a person with a disability and provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding compliance and/or grievance procedures may be directed to the District's Title IX/Civil Rights Compliance Coordinator, Bill Nutting, Assistant Superintendent, 124 E. Lawrence Street, Mount Vernon, WA 98273 (360)428-6110; Section 504/ADA Coordinator, Clint Carlton, Director of Special and Support Services, 920 S. Second Street, Mount Vernon, WA 98273, (360)428-6141.

1/19/2021

Mount Vernon Schools

Racial Equity School Board Policy 1801

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Racial Equity

Mount Vernon School District seeks to **graduate inspired critical thinkers who honor diversity and are committed to the betterment of their own lives and the lives of others.**

Equity is defined as providing every student what they need to be successful.

- when students engage in meaningful cross-cultural exchanges
- when race is no longer a predictor of student performance and
- when each student and family feel a sense of community within Mount Vernon Schools

Mount Vernon School District commits to eliminate all forms of discrimination and inequity in order to provide safe and productive learning opportunities for every student.

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Many aspects of an individual's identity intersect to create overlapping oppressions including race, gender identity, sexual orientation, socio-economic status, differing abilities, language, religious beliefs and culture.

Disparities in student performance across racial groups stem from inequities in students' academic and other school experiences--these inequities limit the opportunities and resources available to students of color and their families, resulting in what some scholars call "educational debt".*

*Term coined by scholar, Gloria Ladson-Billings in 2006 to describe opportunities and resources held back from students over the decades.



We believe:

Equity Goal #1

Engage in district-wide reflection to identify and eliminate systemic barriers to educational equity

Equity Goal #2

Ensure cultures that transform inequitable policies and systems

Equity Goal #3

Provide instruction, curriculum and learning environments reflecting the strengths and needs of our students allowing them to reach their academic and social emotional potential

Equity Goal #4

Elicit and engage students, family and community voice and advocacy in our schools, classrooms and in decision-making efforts

1. Racial equity work involves restructuring processes and practices related to instruction, student discipline, resource allocation, curriculum adoption, hiring, and all other systems that have historically impeded the success of students of color.

2. Adults perpetuate the educational debt when they operate from an historical framework of implicit and/or explicit discrimination and bias.

3. All students deserve humanizing pedagogy that builds on student's lived experiences and develops critical consciousness and cross-cultural awareness.

Teachers and other adults in schools can develop students' capacity to use their critical consciousness and cross-cultural awareness to act in a manner that leads to productive social change.

4. Partnering with families and community-based organizations that have a role in supporting our students will reinforce the support necessary for students to be successful.