

SAN MATEO UNION SCHOOL DISTRICT ADMINISTRATIVE REGULATION AR 0415.1 RACIAL EQUITY

The San Mateo Union High School Board of Education seeks to ensure that policies and practices produce equitable outcomes for students who identify as Black, Indigenous, People of Color (BIPOC). The district's equity vision recognizes that educational excellence for all students requires a commitment to racial equity.

The Racial Equity Administrative Regulations are in service of the three goals outlined in the Racial Equity Board Policy:

1. Fighting racism as an institution
2. Being an inclusive and welcoming environment for BIPOC students, staff, and their families, and
3. Eradicating opportunity gaps for BIPOC students.

The following actions are intended to provide tangible steps for the implementation of the Racial Equity Board Policy and the alignment of the policy with the District's LCAP.

1. Foster and maintain a district-wide culture of inclusion and belonging for BIPOC students, staff, and their families
 - a. District administrative leaders, certificated and classified staff, and School Board Members shall commit to learning about and embodying anti-racist values and to standing up for these values in daily interactions.
 - b. Areas of learning include but are not limited to:
 - i. Exploring the influence of race and culture on one's personal and professional attitudes and behavior
 - ii. Examining the historical roots and contemporary manifestations of racial prejudice and discrimination, White privilege, White supremacy culture, anti-Blackness, implicit bias, institutionalized racism, mass incarceration, and liberation
 - iii. Learning methods for addressing racial tension and conflict transparently and directly
 - iv. Identifying anti-racist resources to incorporate into the curriculum in all subject areas
 - v. Identifying ways to counteract bias and stereotyping in learning material
 - vi. Assessing the curriculum to make it more inclusive and reflective of all students' lived experiences
 - c. Survey BIPOC students and their families to learn and understand their needs
 - d. Use disaggregated race data to inform the implementation of racially equitable policy, planning, and resource development decisions
 - e. Train administrators to have the knowledge and skills necessary to implement racial equity programs
 - f. Adopt Restorative Practices district-wide as a strategy for improving school climate and to strengthen the social and emotional skills of and relationship among students, staff, and administrators
 - g. Provide reporting systems for incidents of racism and administering clear, transparent, and timely consequences, including restorative practices

- h. Teach, encourage, and model the responsible use of social media for all students, as well as informing students of the consequences of inappropriate posts

(cf. 5137 - Positive School Climate)
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)
(cf. 0400 - Comprehensive Plans)
(cf. 0460 - Local Control and Accountability Plan)
(cf. 6162.5 - Student Assessment)

2. Advance the representation of Black, Indigenous, People of Color (BIPOC) at all levels within our school district, to the extent legally permitted
 - a. Adopt the use of hiring policies and procedures that are targeted to increase representation of BIPOC in all applications for district vacancies (certificated, classified, contractors, and vendors), to the fullest extent allowable by law, with the goal of reflecting the demographics of San Mateo County in the district staff
 - b. Ensure that all hiring and personnel policies and practices are consistent with racial equity goals
 - c. Regularly review and update the hiring and retention policies with an equity lens to ensure intended and just outcomes for BIPOC as needed
 - d. Develop programs that support the experience of BIPOC staff so that the district can improve retention, job satisfaction, and their psychological safety and well-being
3. Conduct a review of district-wide policies, procedures, and programs through a racial equity lens, revise these policies to reflect anti-racist values, and ensure these policies result in fair and just outcomes for BIPOC students, staff, and their families
 - ~~→~~ a. Regularly conduct district policy, procedure, and program audits and evaluations with a focus on racial equity and anti-racism
 - ~~a.~~ b. Analyze and measure the impact of district policies, procedures, and programs using disaggregated demographic data related to race, in order to safeguard against disparate impact or unintended outcomes for BIPOC students, staff, and their families
 - ~~b.~~ c. Conduct policy, procedure, and program evaluations by a diverse group of stakeholders and present to the Board along with recommendations for next steps
4. Adopt a comprehensive district-wide anti-racism education curriculum
 - a. Adopt curriculum such as the Learning for Justice Anti-Bias Framework and provide ongoing training for teachers
 - i. Integrate social justice standards curriculum into units of study across all levels and in all content areas
 - ~~ii.~~ ii. ~~Teach students justice and action in secondary grades~~
 - ~~iii.~~ ii. Provide ongoing parent education connected to anti-racist and social justice curriculum
 - b. Engage in a deep study of the four areas of to guide teaching and learning in all classrooms: Instruction, Classroom Culture, Family and Community Engagement, Teacher Leadership

- c. Adopt curriculum and instructional materials that include diverse voices and perspectives
- d. Complete an audit of the existing curriculum and instructional practices using a research-based resource

~~iv.~~ i. Train all staff on culturally responsive pedagogy

~~v.~~ ii. Remove inappropriate or outdated curriculum

~~vi.~~ iii. Discontinue teaching practices that are harmful to BIPOC students and their families

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

(cf. 5137 - Positive School Climate)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

5. Invest and support the mental and physical well-being of BIPOC students, staff, and their families

- a. Train staff on the use of Restorative Practices as a means for repairing harm caused by individuals and dominant groups toward BIPOC
- b. Train counselors and staff to be proficient practitioners of anti-racism who have the ability to counsel and teach White students and staff about White privilege and anti-racism
- c. Train counselors and staff on how to support BIPOC students and families
- d. Create networks, including affinity groups, to connect BIPOC students and staff to resources they seek and need

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

(cf. 6179 - Supplemental Instruction)

6. Develop the District's LCAP to include the directives in this Racial Equity Policy

- a. Recruit BIPOC staff, students, and community members to be part of the development of the District's LCAP plan
- b. Identify actions and services in the District's LCAP that support the execution of the policies, procedures, and strategies identified in the Racial Equity Board Policy and Administrative Regulation
- c. Fund the actions identified in the District's LCAP to support the execution, enforcement, and maintenance of the Racial Equity Board Policy and Administrative Regulation
- d. Identify metrics in the District's LCAP to evaluate the actions and services outlined aligned in the Racial Equity Administrative Regulation
- e. Evaluate the effectiveness of the action plans in the District's LCAP for implementation of the Racial Equity Board Policy and Administrative Regulation

7. Prioritize the allocation of the district's financial and human resources in a manner that results in racially equitable outcomes for all BIPOC students, staff, and their families via district programs and support services

(cf. 0440 - District Technology Plan)

(cf. 3100 - Budget)

(cf. 4113 - Assignment)

(cf. 7110 - Facilities Master Plan)

8. Ensure the execution and maintenance of the Racial Equity Board Policy and Administrative Regulation, and all policies related to diversity, equity, inclusion, and social justice, by creating an infrastructure with defined roles that will support racial equity work ongoing
 - a. Contract with outside experts to assist with actions including, but not limited to:
 - i. Creating a culture of inclusion and belonging for BIPOC
 - ii. Developing hiring policies that advance representation of BIPOC
 - iii. Reviewing district-wide policies, procedures, and programs
 - iv. Adopting anti-racism curriculum, providing training for staff, monitoring implementation, and evaluating its effectiveness
 - b. Maintain the district's Equity Advisory Committee consisting of district staff, students, parents, and community organization members who will work in partnership with district staff by providing the multiple perspectives needed for the successful implementation of actions related to diversity, equity, inclusion, and social justice outlined in board policies, administrative regulations, and the District's LCAP.

Glossary of Terms

Anti-Black - The Council for Democratizing Education defines anti-Blackness as being a two-part formation that both voids Blackness of value, while systematically marginalizing Black people and their issues. The first form of anti-Blackness is overt racism. Beneath this anti-Black racism is the covert structural and systemic racism which categorically predetermines the socioeconomic status of Blacks in this country. The structure is held in place by anti-Black policies, institutions, and ideologies. The second form of anti-Blackness is the unethical disregard for anti-Black institutions and policies. This disregard is the product of class, race, and/or gender privilege certain individuals experience due to anti-Black institutions or policies. This form of anti-Blackness is protected by the first form of overt racism.

Anti-Racist - being actively conscious about race and racism and taking actions to end racial inequities daily. Being antiracist is believing that addressing racism is everyone's responsibility, and we all have a role to play in stopping it.

Anti-Racist Education - a theory of learning and action that helps educators dismantle racism in schools. It explicitly highlights, critiques, and challenges institutional racism. It addresses how racist beliefs and ideologies structure one-on-one interactions and personal relationships. It also examines and challenges how institutions support and maintain disadvantages and advantages along racial lines.

BIPOC - Black, Indigenous, People of Color - The BIPOC acronym originated from the term "people of color," which itself emerged as a "person-first" way to take back the phrase "colored people" from its racist history. The BIPOC acronym builds on that, while also acknowledging that not all people of color have the same experiences or deal with the same types of injustice. Black refers to people who often have African or Caribbean ancestry. Indigenous refers to groups native to the Americas who were here before the colonization by Europeans. This includes Native Americans, as well as Indigenous peoples from the Americas who have later immigrated to the U.S. People of color refers to non-white individuals including those who have Asian, Middle Eastern, Indian, and Pacific Island heritage, among others.

Culturally Responsive Pedagogy - teaching that crosses disciplines and cultures to engage learners while respecting their cultural integrity. It accommodates the dynamic mix of race, ethnicity, class, gender, region, religion, and family that contributes to every student's cultural identity. **Implicit Bias** - Also known as unconscious or hidden bias, implicit biases are negative associations that people unknowingly hold. They are expressed automatically, without conscious awareness. Many studies have indicated that implicit biases affect individuals' attitudes and actions, thus creating real-world implications, even though individuals may not even be aware that those biases exist within themselves.

Institutionalized Racism - occurs in an organization. These are discriminatory treatments, unfair policies, or biased practices based on race that result in inequitable outcomes for whites over people of color and extend considerably beyond prejudice. These institutional policies often never mention any racial group, but the intent is to create advantages for whites and oppression and disadvantage for people from groups classified as people of color.

Restorative Justice/Restorative Practices - Restorative Justice is a theory of justice that emphasizes repairing the harm caused by crime and conflict. It places decisions in the hands of those who have been most affected by wrongdoing, and gives equal concern to the victim, the offender, and the surrounding community. Restorative practices are meant to repair harm, heal broken relationships, and address the underlying reasons for the offense.

Structural Racism - the overarching system of racial bias across institutions and society that give privileges to white people resulting in disadvantages to black, indigenous, people of color.

White Privilege - Since white people in America hold most of the political, institutional, and economic power, they receive advantages that nonwhite groups do not. These benefits and advantages, of varying degrees, are known as white privilege. For many white people, this can be hard to hear, understand, or accept, but if you are white in America, you have benefited from the color of your skin.

White Supremacy - a political or socio-economic system where white people enjoy structural advantage and rights that other racial and ethnic groups do not, both at a collective and an individual level.

References Association of Supervision and Curriculum Development

<http://www.ascd.org/publications/educational-leadership/sept95/vol53/num01/A-Framework-for-Culturally-Responsive-Teaching.aspx>

Elena Aguilar, 2020. Coaching for Equity: Conversations That Change Practice, Jossey Bass.

National Museum of African-American History and Culture

<https://nmaahc.si.edu/learn/educators/RacialEquityTools>

<https://www.racialequitytools.org/glossary#>