

Philosophy, Goals, Objectives, and Comprehensive Plans RACIAL EQUITY

BP 0415.1(a)

The Board of Trustees seeks to ensure that policies and practices produce equitable outcomes for students who identify as Black, Indigenous, People of Color (BIPOC). The district's mission, vision, and goals recognize that educational excellence for all students requires a commitment to racial equity.

This racial equity policy has three sections. The first affirms the school district's commitment to fighting racism as an institution. The second commits the SMUHSD to be a place where all students feel a sense of belonging and that our schools provide a welcoming environment for BIPOC students, staff, and their families. The third declares the SMUHSD's pledges the district's efforts to eradicate opportunity gaps for BIPOC students.

Racial equity is defined as both an outcome and a process. As an outcome, racial equity in San Mateo Union High School District (SMUHSD) is achieved when race does not determine one's outcomes at school or work, when students and families have what they need to thrive as members of the school community, and when staff have what they need to succeed in their work, no matter their race. As a process, racial equity in SMUHSD is achieved when those most impacted by structural racial inequity are meaningfully involved in the creation and implementation of the institutional policies and practices that impact their lives, specifically BIPOC students, staff, and their families.

Several important terms related to racial equity are included in this policy and are worth defining to ensure a common understanding for all readers of the policy. These terms are defined in the appendix of the Board policy.

This Board policy is focused solely on racial equity by design. ~~This policy does not discuss the work needed to address the needs of SMUHSD students who identify as low income, have special needs, are English language learners, experience a disability, or identify as LGBTQ+, not because these students and their needs are not important, but because~~ a school district with a strong commitment to anti-racist values requires an additional set of considerations to our nation's continuing history of systemic racism, anti-Blackness, White supremacy, White privilege, and oppression based on race. Racial equity policies and plans that are rooted in anti-racist values will benefit all students and staff in the district, including those who have been historically marginalized by governing and academic institutions.
(cf. 0000 - Vision)

(cf. 0100 - Philosophy)

(cf. 0200 - Goals for the School District)

(cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 5145.3 - Nondiscrimination/Harassment)

To create a district-wide climate of inclusion and belonging for BIPOC students, staff, and their families, the Board shall commit itself and the district to engage in anti-racist education at all levels. Anti-racist education includes, but is not limited to,

educating staff and students about White privilege, White supremacy, and anti-Black racism.

Furthermore, anti-racist work addresses practices, policies, and institutional barriers that perpetuate racial inequities and impede equitable access to opportunities for BIPOC students, staff, and their families, to the extent permitted by law.

The Board recognizes that underrepresented groups became underrepresented not of their own doing but rather as the result of the institutionalized power dynamic and racism that exists in society. In every decision it makes, the Board shall work to ensure equitable outcomes for BIPOC students, staff, and their families and, in so doing, shall not rely on biased or stereotypical assumptions about any particular group.

(cf. 9000 - Role of the Board)

(cf.9310 - Board Policies)

The Board and the Superintendent or designee shall develop and implement school and district policies, procedures, and strategies to promote racial equity in the school experience for BIPOC students, staff, and their families. These include, but are not limited to, the following:

1. Develop and maintain a district-wide culture of inclusion and belonging for BIPOC students, staff, and their families;
2. Advance the representation of Black, Indigenous, People of Color at all levels within our school district, to the extent legally permitted;
3. Conduct a review of all district-wide policies, procedures, and programs with 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;
4. Prioritize the adoption of a comprehensive district-wide anti-racism education curriculum for students, their families, teachers and administrative staff, and the SMUHSD board with an emphasis on members of our educational community who has not engaged in this work;
5. Invest and support the mental and physical well-being of BIPOC students, staff, and their families;
6. Ensure the District's Local Control and Accountability Plan includes the directives in this Racial Equity Policy

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

Accountability

The Board of Education directs the Superintendent to include as part of the District's Local Control and Accountability Plan (LCAP) a system-wide racial equity plan with goals, actions, and metrics which will result in measurable academic and school experience improvements for SMUHSD BIPOC students. The Superintendent or designee shall report progress annually on the plan and outcomes.

(cf. [0500](#) - Accountability)

The Board of Education shall regularly monitor the racial intent and impact of district policies and decisions on BIPOC students in order to safeguard against disproportionate or unintentional impact on access to programs and achievement goals for specific student populations in need of services.

Individuals wishing to submit a racial discrimination complaint should follow the procedures in AR 1312.3 - Uniform Complaint Procedures and contact the Deputy Superintendent, Human Resources and Student Services and Human Resources Generalist. Administration shall investigate and resolve complaints regarding access to District programs, services, activities, or facilities

Deputy Superintendent, Human Resources and Student Services
Human Resources Generalist
650 North Delaware Street
San Mateo, CA 94401
(650) 558-2209

(cf. [1312.3](#) – Uniform Complaint Procedures)

Legal References:

EDUCATION CODE

200-262.4 Educational equity
52077 Local control and accountability plan
60040 Selection of instructional materials
GOVERNMENT CODE
11000 Definitions
11135 Nondiscrimination in programs or activities funded by state
PENAL CODE
422.55 Definition of hate crime
422.6 Interference with constitutional right or privilege CODE
OF REGULATIONS, TITLE 5
4900-4965 Nondiscrimination in elementary and secondary education programs
UNITED STATES CODE, TITLE 20
1400-1482 Individuals with Disabilities in Education Act 1681-
1688 Discrimination based on sex or blindness, Title IX
2301-2414 Strengthening Career and Technical Education for the 21st Century Act 6311 State
plans
6312 Local education agency plans
UNITED STATES CODE, TITLE
29
794 Section 504 of the Rehabilitation Act of 1973
UNITED STATES CODE, TITLE 42
2000d-2000d-7 Title VI, Civil Rights Act of 1964
2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended
2000h-2000h-6 Title IX
12101-12213 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 28
35.101-35.190 Americans with Disabilities Act
36.303 Auxiliary aids and services
CODE OF FEDERAL REGULATIONS, TITLE 34
100.1-100.13 Nondiscrimination in federal programs, effectuating Title VI
104.1-104.39 Section 504 of the Rehabilitation Act of 1973

106.1-106.61 Discrimination on the basis of sex, effectuating Title IX

Management Resources:

CSBA PUBLICATIONS

Meeting California's Challenge: Access, Opportunity, and Achievement: Key Ingredients for
Student Success, 2017
The School Board Role in Creating the Conditions for Student Achievement, 2017
African-American Students in Focus: Closing Opportunity and Achievement Gaps for
African American Students, 2016
African-American Students in Focus: Demographics and Achievement of California's
African American Students, 2016
Latino Students in California's K-12 Public Schools, 2016

Research-Supported Strategies to Improve the Accuracy and Fairness of Grades, 2016 Climate for Achievement Governance Brief Series, 2015 Math Misplacement, 2015 CENTER FOR URBAN EDUCATION PUBLICATIONS

Protocol for Assessing Equity-Mindedness in State Policy, 2017

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Center for Urban Education: <https://cue.usc.edu>

Safe Schools Coalition: <http://www.casafeschools.org>

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 relationship. It also examines and challenges how institutions support and maintain disadvantages and advantages along racial lines.

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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. This includes individuals who identified as Latino, Latinx and/or Hispanic. **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.

Marginalized - the systematic disempowerment of a person or community by denying access to necessary resources, enforcing prejudice through society's institutions, and/or not allowing for an individual or a community's voice, history, and perspective to be heard.

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.

Resources

National Museum of African-American History and Culture <https://nmaahc.si.edu/learn/educators>

Racial Equity Tools

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

Association of Supervision and Curriculum Development

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

ABC's of Social Justice

<https://www.lclark.edu/live/files/18474-abcs-of-social-justice>

White Supremacy Culture Defined- Tema Okun

<https://www.whitesupremacyculture.info/characteristics.html>