



**TAMALPAIS UNION HIGH  
SCHOOL DISTRICT**

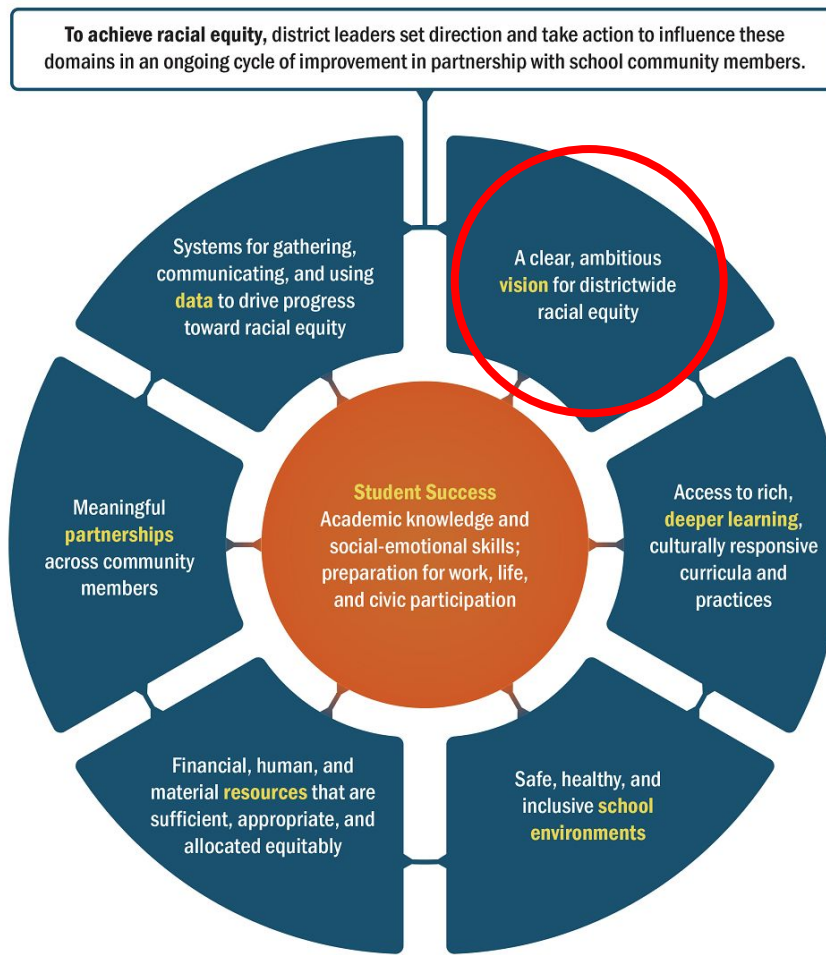
**Racial Equity Policy Implementation  
Update  
TUHSD Board of Trustees  
March 12, 2024**

# Overview

## Background:

District adopted the [DARE tool](#), created by the Learning Policy Institute as a framework within which to conduct our work towards racial justice

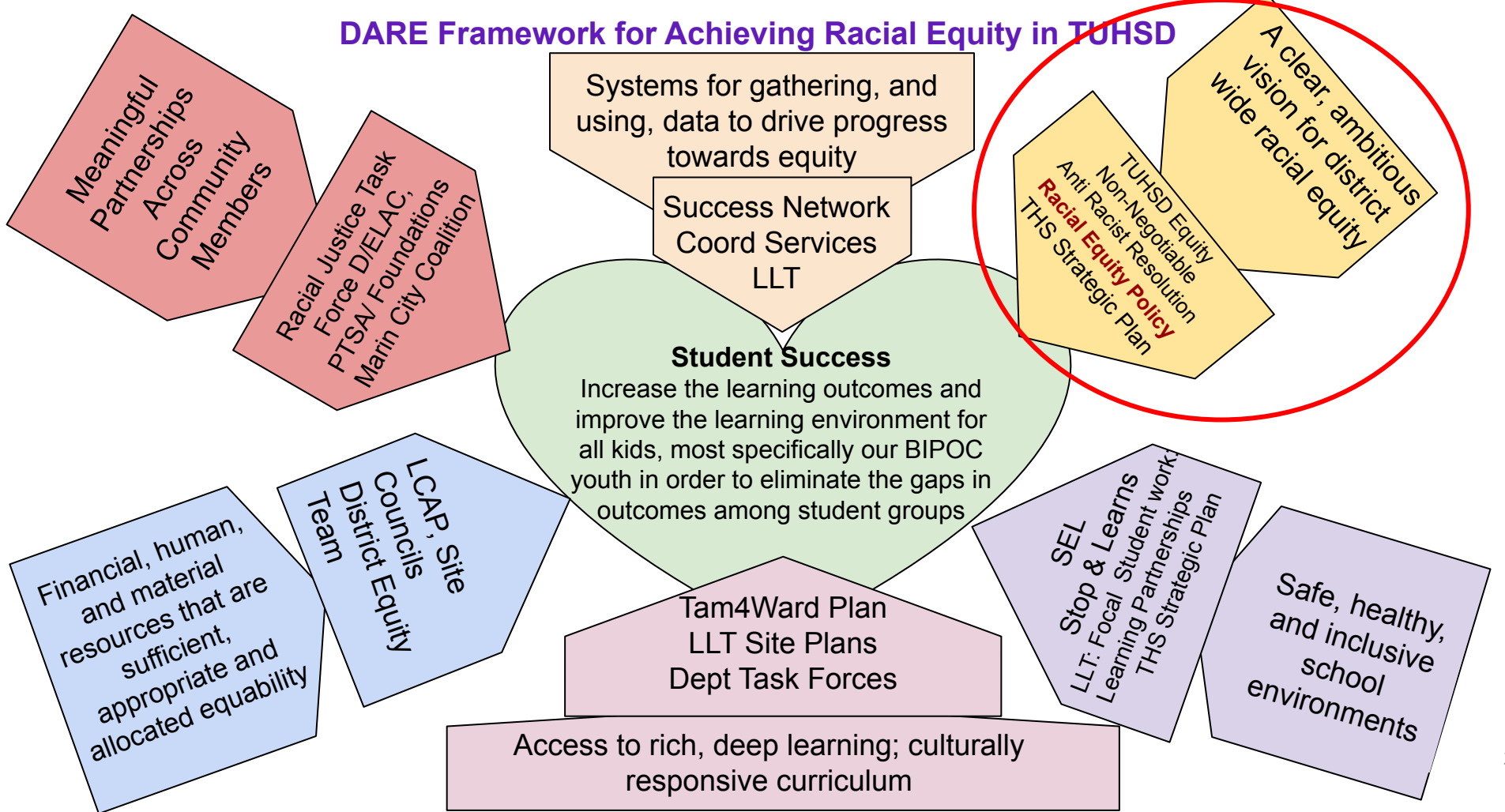
Within that framework identifies 6 areas of work essential for school districts to make strides towards racial equity.



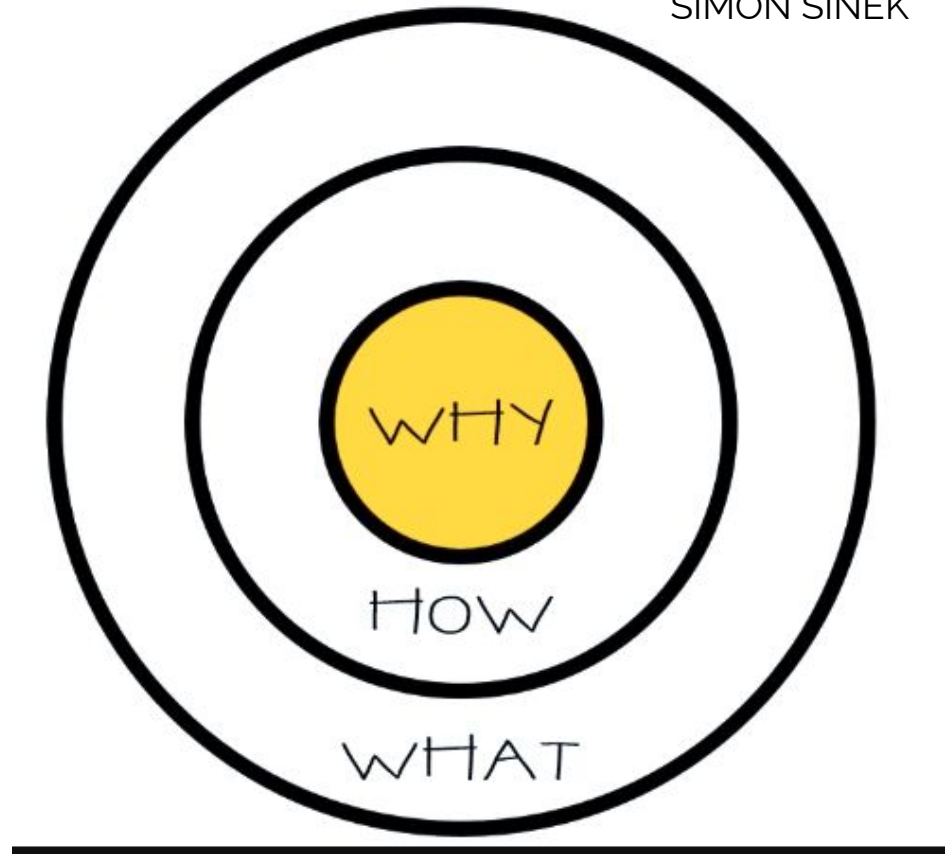
# Districts Advancing Racial Equity

Hylar, M. E., Carver-Thomas, D., Wechsler, M., & Willis, L. (2020). Districts Advancing Racial Equity (DARE) tool. Learning Policy Institute.

# DARE Framework for Achieving Racial Equity in TUHSD



- A clear, ambitious vision for district wide racial equity
- 25 years of data show we are undeserving our global majority students



# LCAP Alignment

- LCAP Goal #2: Improve the learning outcomes of all students while narrowing the opportunity gaps among student groups.
- LCAP Goal #3: Improve communication and relationship with the community and stakeholder groups.
- LCAP Goal #4: Cultivate resilience, independence, and social-emotional growth in all students through a comprehensive system of intervention focused on building a community where trauma is met with compassion and each individual feels safe, valued, and known.
- LCAP Goal #5: Eliminate the predictability of current outcomes of our students of color, ELL, and socioeconomically disadvantaged students by removing the opportunity gaps in our system.

# Tam4Ward Alignment

- The Tam4ward MTSS Framework is intentional about redesigning systems that have marginalized certain populations and builds an inclusive system that provides support services with equity to any student in need.
- Tam4ward anchors academic, behavioral, and social-emotional interventions on the foundation of Learning Partnerships (Hammond).
- Through Learning Partnerships with students, we can better understand their needs and respond with instructional practices and interventions when needed.

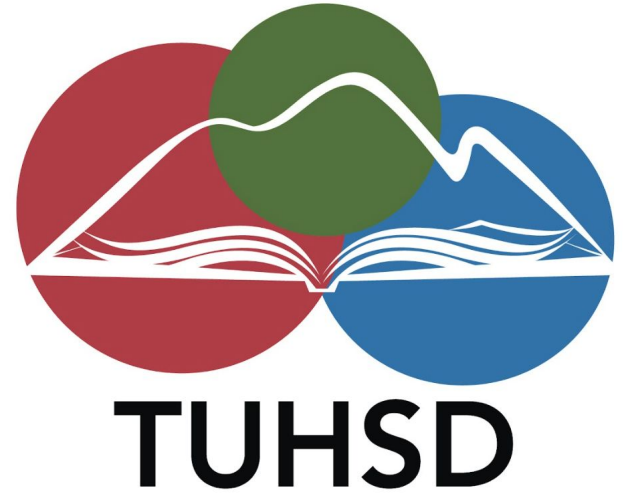
# TUHSD Racial Equity Policy

## Overview of the elements to be discussed in the Policy

The priority of TUHSD schools is to provide a safe, supportive, and student-centered learning environment to all students. This work will take place in concert with staff, students, parents/families, and social justice educational experts to create hiring practices, staff and student racial incident reporting mechanisms, professional learning, curriculum and instructional practices, mental health support, and systems and structures that dismantle oppression, to eliminate racism, colonialist perspectives, and white supremacy.

# TUHSD Racial Equity Policy

- The Hiring and Retention
- Reporting Racist Incidents
- Professional Learning
- Curricular and Programmatic
- Community Outreach and Engagement



# Hiring and Retention

## Action Item

- Build relationships with teacher development programs in order to provide opportunities for diversification of staffing
- Provide support for existing staff to obtain a teaching credential
- Provide ongoing support for existing staff of color
- Gather feedback from staff of color around actions the district could take to create a more welcoming, inclusive working environment

## Progress

- HR has developed relationships with programs such as San Francisco State University and Dominican
- Working with Dominican in San Rafael to disseminate information about their Educator of Color scholarship program
- Piloting a financial support program for staff of color to obtain credential in a high need area
- District holds two Educator of Color retreats a year. Our Senior Director of DEIB co-designs these days with representative staff of color

## Feedback

- The addition of staffing in the HR department will allow for more engagement in relationship building with teacher education programs
- Continued need to staff education around inclusivity and creating antiracist working environments



# Reporting Racist Incidents

<b>Action Item</b>	<ul style="list-style-type: none"><li>● Create a confidential, easily accessible means of reporting racist incidents</li></ul>
<b>Progress</b>	<ul style="list-style-type: none"><li>● The District launched the Confidential Racial Incident Reporting Form four years ago</li><li>● We created posters for every classroom, hallway and office with QR codes linked to the reporting form and asked staff to share the information about the form with staff and students</li><li>● The reporting form is posted on all of our website</li><li>● The superintendent sends out the link to the reporting form in every newsletter</li><li>● We ask administration to file reports on the form when an incident is reported to them so that we try to as accurate a record as possible</li></ul>
<b>Feedback</b>	<ul style="list-style-type: none"><li>● We have received 101 reports of racist incidents on the form since 2020</li><li>● Need to send several reminds throughout the year to students and staff</li><li>● Ensure staff and students understand the processes for filing a formal complaint and a racist incident</li></ul>

# Professional Learning

## Action Item

The District and school site administration and school leadership teams will design and implement annual professional learning for classified, certificated staff and the TUHSD Board. All staff and the Board will receive training on anti-racist practices. Teaching staff will receive training on culturally responsive pedagogy to build the skills, knowledge, and lens necessary to develop lessons that celebrate cultural diversity across subject areas, while engaging in discussions about race, racism, and racial justice with their students and colleagues.

## Progress

- LLT work and TAM4Ward is designed to address ongoing PD as outlined above
- Dr. Bettina Love did keynote in August regarding inclusive learning cultures, based on her books, *Punished for Dreaming: How School Reform Harms Black Children* and *How We Heal and We Want to do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom*
- Dr. Denevi gave a keynote in October about culturally responsive practices from her book, *Learning and Teaching While White, Anti Racist Strategies for School Communities*
- Both key notes were followed up by ongoing PD at the sites-these PD events were designed by the District Equity Team
- Stop and Learn work with staff

## Feedback

- Continued work on developing racial consciousness of staff needed
- More opportunities for staff of color to provide input on PD
- More specific training on restorative practices
- Make explicit connections among the work being done with LLT and anti-racist teaching practices
- Ensure consistent implementation of PD across district and year over year

# Curricular and Programmatic

## Action Item

To support the expansion of students' understanding of historically marginalized people TUHSD will pursue an inclusive curriculum by decentering whiteness and regularly updating all curriculum through a culturally responsive lens.

## Progress

- Tam4Ward MTSS Plan
  - Instructional tool kit: resources to guide instruction:
  - Category of high impact instructional strategies (CHIIP)
  - Systemized Intervention: Tiers I, II, III
- Standards aligned curriculum that includes multiple perspectives, honest, critical evaluation of past and current circumstances within our nation and around the world
  - English Task Force-diversifying instructional materials
  - Curriculum Council-Equity Audit of Courses-tools for evaluating culturally responsive curriculum
  - Algebra Project
  - Introduction of new courses including: AP African American Studies, Community and Consciousness (9th grade Ethnic Studies), English Ethnic Studies
- Equity Audit Tools: Course of Study and Instructional Materials Screeners
- Stop and Learn Lessons focused on race and racism

## Feedback

- Need to continue building racial equity into existing curriculum, not just in separate classes
- Include local context for lessons involving racial diversity
- Focus on contributions, culture and celebration of diverse groups, don't just focus on negative experiences

# Community Outreach and Engagement

<b>Action Item</b>	<ul style="list-style-type: none"><li>● TUHSD will support the schools' outreach and communication efforts to ensure the larger community is engaged with the anti-racist work of the district.</li><li>● TUHSD will further establish processes and structures for regular communication and collaboration between TUHSD campuses to foster alignment of anti-racist practices.</li><li>● TUHSD will also actively communicate to our partner middle schools our goals and expectations for anti-racist schools embodied in this policy, so that students will be prepared for a seamless entry into the TUHSD community.</li></ul>
<b>Progress</b>	<ul style="list-style-type: none"><li>● Racial Justice Task Force Invitation and Communication</li><li>● Parent Ed Events Site and District, PTSA Collaboration</li><li>● Superintendent Monthly Newsletter and Site Weekly Updates to Families</li><li>● Common Messaging from Principals and Clear Expectations for sit communication</li><li>● Superintendent share outs at monthly superintendent meetings</li></ul>
<b>Feedback</b>	<ul style="list-style-type: none"><li>● Need to diversify methods of communication</li><li>● Gather feedback on how families wish to receive communications</li><li>● Tension between ease of remote meeting versus quality of in person interaction</li><li>● Communicate parent events early and often to increase attendance</li></ul>

# Areas of Strength and Growth

## Strengths:

- **Curricular materials and content**
  - Youth Truth data showed an improvement in students saying they learn about and are taught to value people from different races and ethnicities than their own
  - More students reporting learning about the experiences of diverse groups of people
  - More students reporting seeing more representation of diverse groups of people in the materials they are using and in their lessons
- **Feedback from Youth Advisory on Stop and Learns was largely positive**
- **Marin City Coalition Task Force**

## Growth Areas:

- **Consistent implementation of content and skills learned during PD**
- **Interruption of racial incidents when they happen: upstanding by both students and staff**
- **Integrate more racial equity learning into existing curriculum and across curriculum, not just in the humanities**
- **Make reporting system more well known-QR more prevalent on campus**
  - Do more education around the reporting form
- **Develop restorative practices and have consistent consequences for when racist incidents occur**
- **Provide the Board with more opportunities to engage in the professional learning**

# Why it matters

- We have historical and ongoing data that show opportunity and outcome gaps among our student groups based on race, with our Black students being the least well served by the District
- School climate and culture impacts students ability to access learning\*
- Student's sense of connectedness to their school impacts attendance, which is directly coordinated with academic outcomes
- There is a history of educational based discrimination in our country of which we still see the effects
  - *Educational Debt*-Ladson-Billings
- Creating inclusive campuses benefits all students and broadens our students perspectives

# Questions and Discussion

