

PIEDMONT UNIFIED SCHOOL DISTRICT
BOARD POLICY

BP 0415.1
RACIAL EQUITY

The Piedmont 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 mission, vision, and goals recognize that educational excellence for all students requires a commitment to racial equity.

This racial equity policy has three goals. The first is to commit the school district to fighting racism as an institution. The second is that the school district will be an inclusive and welcoming environment for BIPOC students, staff, and their families. The third is to eradicate opportunity gaps for BIPOC students.

Racial equity is defined as both an outcome and a process. As an outcome, racial equity in PUSD 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 PUSD 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 at the end of the Board policy and again in the Administrative Regulation.

This Board policy is focused solely on racial equity by design. It does not discuss the work needed to address the needs of PUSD 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 K-12 students, their families, teachers and administrative staff, and

the PUSD board with an emphasis on opportunities to learn for White-identified staff, students, and their families;

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

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

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, 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 Strategic Plan a system-wide racial equity plan with goals, actions, and metrics which will result in measurable academic and school experience improvements for PUSD 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 may follow the procedures in AR 1312.3 - Uniform Complaint Procedures and contact the Assistant Superintendent. Administration shall investigate and resolve complaints regarding access to District programs, services, activities, or facilities.

Assistant Superintendent
760 Magnolia Avenue
Piedmont, CA 94611
(510) 296-2686
cwozniak@piedmont.k12.ca.us

(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 AfricanAmerican Students, 2016

African-American Students in Focus: Demographics and Achievement of California's AfricanAmerican 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 racism is everyone's problem, 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.

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.racialequitytools.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>

Adopted: September 9, 2020

PIEDMONT UNIFIED SCHOOL DISTRICT
ADMINISTRATIVE REGULATION

AR 0415.1
RACIAL EQUITY

The Piedmont 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 mission, vision, and goals recognize 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 Strategic Plan.

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. 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, 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 TK-12 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
- b. Survey BIPOC students and their families to assess their needs
- c. Use disaggregated race data to inform racially equitable policy, planning, and resource development decisions
- d. Train administrators to have the knowledge and skills necessary to implement racial equity programs
- e. 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
- f. Provide reporting systems for incidents of racism and administering clear, transparent, and timely consequences, including restorative practices
- g. 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 Alameda County in the district staff
 - b. Ensure that all hiring and personnel policies and practices are consistent with racial equity goals
 - c. Review and update the hiring and retention policies with an equity lens to ensure intended and just outcomes for BIPOC
 - 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
 - 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
 - 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 with an emphasis on opportunities to learn for White-identified staff, students, and their families
 - a. Adopt curriculum such as the *Teaching Tolerance 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. Beginning in kindergarten, teach students the four domains of the social justice standards providing equal emphasis on identity, diversity, justice, and action in elementary grades and greater emphasis on justice and action in secondary grades
 - iii. Provide ongoing parent education connected to anti-racist and social justice curriculum
 - b. Engage in a deep study of the four areas of *Teaching Tolerance Critical Practices for Anti-Bias Education* 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, such as but not limited to *Perspectives for a Diverse America* curriculum written by Teaching Tolerance
 - d. Complete an audit of the existing curriculum and instructional practices using a research-based resource, such as but not limited to the *Critical Practices* and the *Anti-Bias Framework* written by Teaching Tolerance
 - i. Train all staff on culturally responsive pedagogy
 - ii. Remove inappropriate or outdated curriculum

- 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. Recruit Wellness Center interns using hiring policies and procedures consistent with this Administrative Regulation
 - c. 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
 - d. Train counselors and staff on how to support BIPOC students and families
 - e. 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 Strategic Plan 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 Strategic plan
 - b. Identify actions and services in the District's Strategic Plan 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 Strategic Plan to support the execution, enforcement, and maintenance of the Racial Equity Board Policy and Administrative Regulation
 - d. Identify metrics in the District's Strategic Plan 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 Strategic Plan 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. Develop a Director of Equity position to oversee the implementation of actions related to diversity, equity, inclusion, and social justice outlined in board policies, administrative regulations, and the District's Strategic Plan
- c. Establish an Equity Council consisting of district staff, students, parents, and community organization members who will work in partnership with the Director of Equity 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 Strategic Plan

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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.

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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>

Racial Equity Tools

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