



DIVISION: Office of the Superintendent
SUBMITTED BY: Dr. Matt Wayne, Superintendent
SUBJECT: HUSD Antiracist Agenda
PRIORITY/GOAL: Board Governance

BLUE SHEET
Title and Board Summary
Changes

HISTORY/BACKGROUND

On June 19, 2019, HUSD approved a 3-year strategic plan that was developed based on community input. In the plan, equity is listed as our first core value. This means we commit to “develop systems, policies, and practices that promote opportunity and success regardless of race, language, zip code, or any other factor.” The strategic plan also includes specific actions to support this core value such as providing training in implicit bias, implementing culturally and linguistically responsive teaching, and piloting programs for African-American students. The actions in the plan were informed by the Board approved resolution in support of African-American student achievement.

Since the strategic plan approval, the District has taken many steps to follow through on these key actions and priorities. Additionally, the Board of Education has engaged in various activities to learn more about how to support equity. This includes two Board workshops on equity in education that have resulted in considerable work, time, and attention in updating our equity policy. Previously, the Board had also received regular updates on our progress in meeting the goals of our African-American student achievement resolution.

In our Board workshops and in our professional development this year, we have recognized that any focus on equity needs to explicitly address the structural racism that exists in our system and our society. Most recently, the community has responded with an urgent outcry in the weeks leading up to this meeting that clear action needs to be taken by our public institutions to ensure that all citizens are treated equally and with dignity and respect.

HUSD intends to answer this call with an antiracist agenda that will drive policies and practices to better serve our diverse community.

PURPOSE OF PRESENTATION

The purpose of this presentation is to be explicit about our antiracist agenda in HUSD. The agenda identifies four key areas from our strategic plan in which we can work more intentionally to address systemic racism. These areas are:

- Recruit and retain more teachers and staff of color
- Provide professional development to staff to respond to the needs of the students (i.e. implicit bias training, critical race theory, culturally and linguistically responsive teaching)

- Adopt curriculum, materials, and courses that are culturally and linguistically responsive to and reflective of our students' diverse background
- Reform student discipline practices
- Work as a supportive community to hold ourselves accountable
- Establish systems to communicate and enforce the antiracism Board policy

Attached is the full antiracist agenda for consideration. This agenda has been discussed in various forums and reflects community and staff feedback.

IMPLEMENTATION

Once approved, district staff will work with the California School Boards Association and our Board Policy Subcommittee to create an antiracism board policy. Staff will also incorporate this antiracist agenda into our strategic plan implementation.

RECOMMENDATION

Approve HUSD's antiracist agenda.



HUSD Antiracist Agenda

The Hayward Unified School Board and the Hayward Unified School District (HUSD) reject all forms of racism as detrimental to the District's mission, vision, values, and goals and to the implementation of its strategic plan. The District's goal is to establish and sustain a community that shares collective responsibility to address, eliminate, and prevent actions, decisions, and outcomes that result from and perpetuate racism. The District will use antiracism as the means to accomplish this goal.

Purpose

Institutional racism is pervasive in our social and political institutions and has persisted for centuries. This agenda presents an opportunity for HUSD to confront this reality and commit to disrupting the current systems with the goal of achieving educational equity. Educational institutions have a moral imperative to combat racism. Drafting and approving an antiracist agenda is an important first step in this process.

In HUSD there still exist significant racial disparities in student academic performance, achievement, and participation in academic programs. These include disparities in academic outcomes such as graduation rates, gifted identification, course participation, special education identification, and standardized test scores. Additionally, different groups of students are disproportionately suspended and expelled, particularly our Black students.

Equity gaps are in part the result of inequitable access to social, economic, and educational opportunities and should be eliminated through just policies and practices. Educators can play a vital role in recognizing and eliminating racism and the district should develop uniform policies for creating culturally inclusive environments, and dismantling the systems that directly perpetuate racism and bias.

Commitments

By adopting this agenda, the District commits to consciously and boldly dismantle and eliminate institutional and systemic racism and to redesign and reorganize systems to achieve educational equity. The District will develop, modify, or replace policies and practices as needed to align our goal to be an antiracist district. The District will use antiracism as a lens through which everything is examined. The District recognizes that this work is ongoing and must holistically intertwine with all other forms of educational practices observed.

Policy

The District will develop an antiracism policy to articulate more clearly to students, families, staff, and the community that they have the right to expect a school district that is not only bias-free, but one that is more inclusive, equitable, compassionate, and engaging. This policy



will also outline the actions needed to ensure that stakeholders are held accountable when this goal is not the lived experience of every member of our community. The purpose of this policy is to eliminate all forms of racism from the District in conjunction with related Board policies.

Practices

The district will put into practice actions to explicitly create an antiracist environment. These may include efforts to:

- Recruit and retain more teachers and staff of color
- Provide professional development to staff to respond to the needs of the students (i.e. implicit bias training, critical race theory, culturally and linguistically responsive teaching)
- Adopt curriculum, materials, and courses that are culturally and linguistically responsive to and reflective of our students' diverse background
- Reform student discipline practices
- Work as a supportive community to hold ourselves accountable
- Establish systems to communicate and enforce the antiracism Board policy

See Exhibit A for example antiracism policies and practices that will need to be adopted to meet our goal to be an antiracist district.

Timeline

The District will present an Antiracism Board Policy for a first reading at the July 22, 2020 Board meeting.

The District will provide regular updates to the Board of Education on specific actions and changes to its practices and procedures starting in September, 2020.



Exhibit A: Sample Antiracism Policy and Practices

The Hayward Unified School Board (“the Board”) and the Hayward Unified School District (“the District”) reject all forms of racism as destructive to the District’s mission, vision, values, and goals and to the implementation of the strategic plan. The District’s goal is to establish and sustain a community that shares collective responsibility to address, eliminate, and prevent actions, decisions, and outcomes that result from and perpetuate racism. The District will use antiracism as the means to accomplish this goal.

I. Purpose

The District recognizes that personal, institutional, and systemic racism have infected every aspect of our society for centuries and that White Supremacy is woven into the fabric of our society, and this impacts everyone. The District recognizes that combating racism through antiracist work is a legal and moral imperative.

In the District, there are significant disparities for our Black students in student academic performance, achievement, and participation in academic programs. These include disparities in graduation rates, gifted identification, course participation, special education identification, standardized test scores, and suspension and expulsion rates. There are also disparities in the racial demographics of the students in the District and the staff the District hires.

These equity gaps exist because of inequitable access to opportunities that have significant intergenerational effects and perpetuate economic, social, and educational inequity. However, just as these structures were designed to perpetuate racial inequities, so, too, can they be eliminated. The District commits to consciously and boldly dismantle and eliminate institutional and systemic racism and to redesign and reorganize systems to achieve educational equity.

Similarly, just as personal prejudice and bias is learned, so, too, can it be unlearned. Educators play a vital role in reducing racism and inequity by recognizing the manifestations of racism, creating culturally inclusive learning and working environments, and dismantling educational systems that directly perpetuate racism and privilege through teaching, policy, and practice.

The District will excavate systems to determine what is policy, practice, or procedure and to modify, eradicate, or replace as needed to align with this agenda. The District will use antiracism as a lens through which everything is examined. The District recognizes that this work is ongoing and must holistically intertwine with all other forms of educational practices observed.

The District will articulate more clearly to students, families, staff, and the community that they have the right to expect a school district that is not only bias-free, but one that is more inclusive, equitable, compassionate, and engaging. This policy outlines the actions needed to ensure that stakeholders are held accountable when this goal is not the lived experience of



every member of our community. The purpose of this policy is to eliminate all forms of racism from the District in conjunction with related Board policies.

II. Definitions

“Antiracism” is a commitment to deep, reflective work to identify, challenge, and eliminate beliefs and behaviors that perpetuate racism.

“Critical Race Theory” is a theoretical framework that critically examines race and racism across social, political, economic, and legal systems with the intent to transform society toward justice.

“Culturally Courageous Leadership” refers to students, parents, community members, support staff, teachers, school site or district administrators who desire to lead by example in helping orchestrate collective efforts to make schools into places that empower and effectively respond to all students, particularly the historically underserved. They commit to the work of equity by confronting both personal and institutional barriers to educational equity.

“Culturally and Linguistically Responsive” means being aware of and valuing racial/ethnic cultures, languages, views, and experiences and incorporating them into teaching and learning.

“Educational Equity” (aka “equity”) means all underserved students have the academic, social, emotional, and economic resources, support, and opportunities needed for them to thrive. Educational Equity maximizes academic success for each student through rigorous instruction with appropriate educational resources. Educational equity also ensures that students achieve their highest potential, develop their social/emotional wellbeing, and understand their social identifiers are valued as an asset.

“Equity lens” means that for any program, practice, decision, or action, the impact on each student is addressed, with strategic focus on underserved student groups.

“Healing-centered engagement” is a holistic approach to address collective trauma, recognizing that because trauma can be experienced collectively, it must also be healed collectively.

“Implicit Bias” is the conditioning from a White Supremacist Culture that informs the attitudes and stereotypes affecting our understanding, actions, and decisions. These biases, which encompass both favorable and unfavorable assessments, may be activated involuntarily and without an individual’s awareness or intentional control.

“Institutional Racism” occurs within institutions and organizations such as schools that adopt and maintain policies, practices, and procedures that produce inequitable outcomes for people of color and advantages for white people.



“Stakeholder” refers to all governing board members, district leadership, administrators, teachers, and staff.

“Systemic Racism” includes the history and current reality of institutional racism and its effects across all institutions in society. It refers to the history, culture, ideology, and interactions of institutions and policies that perpetuate a system of inequity that harms communities of color.

“Underserved students” references the students who have been historically underserved and pushed to the margins by our nation and all of its institutions, including education.

Antiracism Policies, Administrative Regulations, and Practices

These regulations are intended to work against systemic racism, to redesign and reorganize systems to achieve educational equity, and to dismantle and eliminate racist practices. The Board of Education directs the following action:

III. Policy Communication

1. Each school shall post a public statement against racism in a visible location to students, staff, and visitors entering the school. The District will also post a public statement in high-traffic locations at its main offices and on the District website. The public statement shall read: “Hayward Unified School District is committed to establishing and sustaining a community that shares collective responsibility to address, eliminate, and prevent actions, decisions, and outcomes that result from and perpetuate racism. The District rejects all forms of racism as destructive to the District’s mission of educational equity. ”
2. The Board shall establish a committee of students in the District to promote equity and antiracism and to serve as leaders within their schools and the District.
3. This policy shall be included in student and staff handbooks.
4. This policy shall be translated into other languages and be given to every family.

IV. Teachers and Staff

The District will recruit and retain teachers who can dismantle and deconstruct systemic racism by adhering to the following actions:

1. Recruit from Historically Black Colleges and Universities (HBCUs) and high-quality school programs that train students on equity, systemic racism, and social justice. Find teachers who are already trained in culturally and linguistically responsive teaching and leadership and who have developed an antiracist mindset.
2. Implement equitable hiring and placement practices.
3. Create the Black Educator Project, a teacher residency with strong coaching and support.



4. Prioritize learning opportunities for relevant, research-based, culturally courageous leadership training.
5. Improve organizational conditions by providing ongoing training in implicit bias and critical race theory for all stakeholders and create more leadership pathways for Black educators.
6. Provide coaching and in-service support to retain Black educators once hired.
7. Look within our own community to support staff in promotion opportunities.
8. Develop teacher programs at high schools to encourage our students to enter the field of education.

V. Professional Development

The District will develop culturally courageous leadership in our stakeholders through ongoing professional development as follows:

1. Institute mandatory professional development in implicit bias, Critical Race Theory, culturally and linguistically responsive education, healing-centered engagement, restorative approaches and practices, and African American history.
2. Create safe space and time for reflection, refinement, and exploration of the practices developed post training.
3. Embed these trainings in the induction program and while onboarding new teachers and staff.

VI. Curriculum and Instruction

The District will adopt textbooks and a curriculum that are culturally responsive and relevant to the African American experience that includes an accurate history prior to the period of enslavement.

VII. Student Discipline

The District shall implement alternative discipline processes to reduce racial disparities in discipline, suspension, and expulsion by adopting the following practices:

1. Implement comprehensive restorative practices, such as Sankofa circles and restorative justice, at all District schools.
2. Adopt a nurturing and restorative environment through early interventions that focus on academic acceleration and supportive measures for Black children.
3. Examine language describing student behavior in the referral and discipline process to include open language in referral form.
4. Engage families in student discipline.
5. Implement mandatory training for stakeholders on healing-centered engagement, inclusivity, and antiracist social-emotional learning.



6. Provide systematic and on-going opportunities to include student voices to implement antiracist policies and practices and to achieve educational equity.
7. Ensure there is an advocate and African American Student Achievement Project at every school site.
8. Ensure consistency in student discipline by requiring that each school site collect annually data on all disciplinary actions.

VIII. Accountability

The District will further accountability through these measures:

1. Create safe spaces for continued conversation and learning.
2. Implement consistent and regular cycles for reflection and growth.
3. Supply ample coaching, and support to reinforce all training and professional development.
4. Engage in ongoing and interactive conversations with Black families and students to determine the efficacy of implementation.
5. Engage in ongoing and interactive conversations with labor partners to determine the efficacy of implementation.
6. Communicate clearly the expectation that stakeholders will speak up for all of our students and be the voice for equity.

IX. Policy Enforcement

To fully and effectively enforce this policy on antiracism, the District will do the following:

1. Collect, review, and provide an annual report to the school board on data regarding racial disparities in areas including, but not limited to, student achievement, enrollment, suspension, expulsion, student discipline, graduation rates, and gifted identification. The report shall also include evidence of growth in each area outlined by the antiracism policy. The written reports shall also be made available to the public.
2. Appropriate adequate resources for the implementation and evaluation of this antiracism policy.
3. Ensure various, including anonymous, means for students and staff to report racism and other forms of discrimination.