



Poway Unified School District's
Comprehensive Plan For Prioritizing

RACIAL EQUITY & INCLUSION

A DYNAMIC DOCUMENT



TABLE OF CONTENTS

PREFACE	1
[Foreword] Message from Superintendent & Board of Education President	1
[Resolution] "Affirming PUSD's Commitment to Fight Racism & Correct Systemic Inequity"	2
[Message] PUSD Black Student Union Presidents	3
[Collaboration] Contributing Members of the Racial Equity Committee.....	4
FOSTERING RELATIONAL TRUST	5
Progress Toward Implementation of Relational Trust.....	6
PROFESSIONAL LEARNING FOR STAFF	8
Progress Toward Implementation of Professional Learning	9
EDUCATIONAL IMPROVEMENTS	11
Progress Toward Implementation of Educational Improvement.....	12
SYSTEMS IMPROVEMENT	14
Progress Toward Implementation of Systems Improvement.....	15
RESOLUTION	16



FOREWORD

> A MESSAGE FROM THE PUSD SUPERINTENDENT and BOARD PRESIDENT

Our families trust us to provide their children with a safe and equitable learning environment. Schools play a powerful role in changing people's perceptions, and we are called upon to work together to be explicitly anti-racist. Our board of education passed a resolution in June affirming our commitment to take an unwavering stand against racism in all forms. The board directed staff to create a plan to meet the goals stated in the resolution, including hiring more diverse staff to reflect our diverse students, incorporating more culturally-rich and representative curriculum, and enforcing clear consequences for racist behavior. District leadership has been meeting with parent and student representatives to ensure their voice is reflected in our planning as well. We have hired top-quality educators of color. We are partnering with the San Diego County Office of Education to provide our school sites with equity coaches for ongoing professional learning for our staff. We are strengthening discipline procedures to ensure any use of racial slurs is addressed directly with consequence and intervention. But our community must also come alongside us and say "enough is enough." We must replace complacency and denial with commitment and resolve. Change is oftentimes painful, but imagine the pain of students who have been marginalized and discriminated against for years. I'm proud of our students for having the courage to make their personal stories public so that it allows us to engage in difficult conversations and make the uncomfortable more comfortable. If we don't engage in difficult conversations, we can never learn and grow, to arrive at a place of greater understanding of our own biases, whether unconscious or intentional. All of our children are precious, and we owe it to our young people to do better.



Marian Kim Phelps, Ed.d.
Superintendent

On June 25, 2020, spurred by racially charged incidents that deeply hurt our students, our community, and the whole nation, the Poway Unified Board of Education unanimously passed a resolution reaffirming our district's commitment to fight racism and correct systemic inequity. We called upon our PUSD community members to be visible in our outrage and in our resolve to work for change. On behalf of Board members, I want to share how proud we are of our students, families, teachers, staff, administrators, and superintendent for how you've all risen to this challenge. Though some in our community are newly awakened to the issues, or at least their severity, we have come a long way in a short time due to your incredibly hard work and sense of moral imperative. This is just the beginning of a long road, but every journey starts with the first step. This is ours.

Michelle O'Connor-Ratcliff
Board President

RESOLUTION



AFFIRMING POWAY UNIFIED SCHOOL DISTRICT'S COMMITMENT TO FIGHT RACISM *and* CORRECT SYSTEMIC INEQUITY

The Governing Board of the Poway Unified School District resolves to reaffirm the Poway Unified School District's commitment to fighting racism and correcting systemic inequity.

At its June 25 meeting, the Poway Unified School District Board of Education unanimously approved **Resolution #1162020**, publicly affirming the District's commitment to fighting racism and correcting systemic inequity. The District and the Board of Education take an unwavering stand against racism and discrimination on our school campuses and in our work environments. We value the diversity that exists amongst our students, staff, families, and community members. We strive to empower student success by ensuring safe, inclusive, innovative, and equitable learning environments for every person, regardless of the color of their skin or ethnicity. The District and the Board of Education acknowledge the need to provide racially and culturally diverse curriculum resources and course offerings for students, coupled with professional learning for teachers and staff focused on cultural proficiency and anti-bias training.

The resolution was co-authored by Board President Michelle O'Connor-Ratcliff and Trustee Dr. Darshana Patel, with assistance from former Student Board Member Mariana Akins. The resolution is included as an addendum to this document for public view.



MESSAGE

A JOINT MESSAGE FROM PUSD BLACK STUDENT UNION PRESIDENTS

Dear PUSD board and administration,

We have come together as a group of Black Student Union Presidents, from all five high schools, to discuss the actions being taken to better the environment for students of color. We appreciate your efforts to address the topic occurring in the African-American/Black community across the world and especially in our nation. The issue of racism is something that is deep rooted in our society and has been normalized for far too long. The Poway Unified School District is no exception to the racism that is unfortunately present in our society.

We are sure that you know of the Instagram account, **@blackinpUSD** that has been recording the confessions of how students are and have been treated within our district. These student experiences speak volumes to the fact that although this district has tried to limit and condemn hate in the form of racism, it is still very much prevalent. We can all say that in places of learning and growing, racism should not be tolerated by any means and therefore, we want and need change so that can be possible. We want to communicate with our administrators and board members to implement new policies (Providing better emotional/physical support for students, informational days, practicing cultural sensitivity, etc.) that give stricter disciplinary measures towards those who perpetrate any form of hate, whether it be microaggressions or blatant acts of racism. It is of the utmost importance that people are held accountable for their actions so that they do not continue to act in this manner.

As individuals and as a group we are striving to change the culture in our schools and in our society to actively denounce racist discrimination and be accepting of those regardless of their race, gender identity, sexual orientation, religious affiliation, etc. In our efforts we cannot do this alone and we will need the support of our administration and board members to assist us in our continuous fight against racial inequality in our schools' environment.

We need more than performative activism and neutrality. We are asking for a collaborative effort in being transparently anti-racist.

Sincerely,

Jade Thompson
Rancho Bernardo High School

Olivia Rollins
Del Norte High School

Azeh Ndifor
Mt. Carmel High School

Teya Bronson
Mt. Carmel High School

Max Lloyd-Stern
Poway High School

Melat Kassahun
Westview High School

COLLABORATION

➤ CONTRIBUTING MEMBERS *and* GROUPS OF THE COMMITTEE

Below is the list of contributing members and groups of the Racial Equity Committee. This committee worked collaboratively alongside Poway Unified School District staff in developing specific plans to accomplish the steps outlined in Resolution #116-2020, "Affirming Poway Unified School District's Commitment to Fight Racism and Correct Systemic Inequity."

Marian Kim Phelps, Ed.d.
Superintendent

Carol Osborne
Assoc. Superintendent, Learning Support

Concerned Parents Alliance

Darlene V. Willis, Ph.D.
Martha Parham

Creators, @blackinpusd account

Ekene & Nene Okolo

District Administration

Alain Henry *Principal, Abraxas Continuation High School*
Bryan Schultz *Principal, Del Norte High School*
Christine Paik *Chief Communications Officer*
Darcel Glover *Assistant Principal, Westview High School*
Dave Lemaster *Executive Director II, Learning Support*
Greg Magno *Principal, Mt. Carmel High School*
Hans Becker *Principal, Rancho Bernardo High School*
Jamal Felton *Career Guidance Technician II, Rancho Bernardo High School*
Kimie Lochtefeld *Executive Director II, Learning Support*
Richard Nash *Principal, Poway High School*
Tina Ziegler *Principal, Westview High School*

Dreams Advocacy Group

Lola Awoniyi-Oteri
Luisa Dougan
Rebecca W. Morgan

Student Representatives

Azeh Ndifor, *BSU Co-President, Mt. Carmel High School*
Emily Bylsma, *Student Member, PUSD Board Of Education*
Jade Thompson, *BSU President, Rancho Bernardo High School*
Max Lloyd-Stern, *BSU President, Poway High School*
Melat Kassahun, *BSU President, Westview High School*
Olivia Rollins, *BSU President, Del Norte High School*
Teya Bronson, *BSU Co-President, Mt. Carmel High School*

Small & Mighty Parent Group

Amon Gordon
Charles Rodgers
Christina Nichols
Dhalia Balmir
Jaronda Lige
Julius Lige
Karri Rodgers
Michael Nichols
Roxanne Mccray

Honorable Mention

Bethlehem Degef, *BSU Vp, Westview High School*
Caduer Deng, *BSU VP, Mt. Carmel High School*
Jayme Labidou Alum, *Mt. Carmel High School*
Jackson Driver, *BSU VP, Poway High School*

#1 FOSTERING RELATIONAL TRUST

PARENT *and* COMMUNITY FORUMS

- Convene **BIPOC (Black, Indigenous, & People of Color)** families and district staff to engage in conversations to articulate their needs, share their experiences and hopes for improvement related to racial equity and inclusion. These will be conducted quarterly via school feeder patterns.
 - Ensure all stakeholders voice their concerns regarding current and past district and classroom practices that are unjust and/or not inclusive.
 - Create opportunities for stakeholders to choose how they wish to build community and share in-group and inter-group experiences.

- Encourage all stakeholders to have **courageous conversations** around race and injustice.
- Build relationships within and across our schools and District with **BIPOC families** in order to foster a strong partnership to fight racism in PUSD.
- Build relationships with all students that allow their innate, sacred value to be nurtured and honored. This includes **enhanced support** for Black Student Unions, cultural and ethnic clubs, and other BIPOC organizations on secondary campuses.



FOSTERING RELATIONAL TRUST



EMERGING



DEVELOPING



SUSTAINING



ACCOMPLISHING

2021-2022 SCHOOL YEAR

GOAL AREAS	ACTIONS (BEGIN IN SEPT. 2021)	OUTCOMES (BY JUNE 2022)
Convene BIPOC families and district staff to engage in conversations to share experiences and hopes for improvement. Launch Racial Equity Community Conversations	<p>Adjust the name of "community conversations" to be more inclusive of all student, staff and families.</p> <p>Hold two sessions across all HS feeder patterns</p>	<p>The name "Racial Equity Community Conversations" was expanded to "Racial Equity and Inclusion Community Conversation"</p> <p>Winter and Spring sessions held for each feeder pattern for a total of 9 Community Conversations held. (PUSD has five feeder patterns but two were combined in the spring due to low attendance.)</p>
Build relationships within and across schools with BIPOC families to foster strong partnerships to fight racism.	<p>Some school sites have initiated site-based community conversation to foster collegiality and connectedness.</p> <p>Meet with families to address any concerns and to hear what they are celebrating.</p> <p>Attend College Bound monthly meetings</p>	<p>Site and District staff met with families of Black, Indigenous, & Students of Color, families of LGBTQ students, Families of Jewish students, and families with students with learning differences to support incidents of racism and bias.</p>
BIPOC PUSD Staff convened to foster collegiality and connectedness	<p>Provide specific professional learning/staff learning sessions focused on courageous conversations and empathy</p> <p>Provide support to our BIPOC staff by request.</p>	<p>Held 6 sessions of professional learning focused on equity, empathy, and critical conversations.</p> <p>Provided ongoing support to BIPOC staff as requested</p>
Encourage all stakeholders to have courageous conversations about race and belonging	<p>Embed this effort in professional learning and model what courageous conversations on race look and sound like</p>	<p>Held 13 professional learning sessions that embedded the discourse of race and belonging.</p>
Build relationships with all students which allow their innate, sacred values to be nurtured and honored.	<p>District and site administrators and site leadership to visit classrooms at elementary, middle, and high school</p> <p>Upon request, LSS will provide presentations to classrooms sharing the racial equity and inclusion efforts that are taking place at the district level, answering questions that students have, and end the presentation with a feedback survey</p>	<p>District and site administrators and site leadership visited classrooms in 13 schools eliciting student perspectives on joy and belonging.</p> <p>LSS delivered 7 secondary classroom presentations to support students and staff on topics of racial equity and inclusion</p>
Enhance support for Black Student Unions, cultural and ethnic clubs and organizations	<p>LSS to meet with culture clubs</p>	<p>LSS met in person or virtually with culture clubs from 5 high schools.</p>

FOSTERING RELATIONAL TRUST



2021-2022 SCHOOL YEAR

Launch Year Summary:

2020-21 was the launch year of our PUSD Comprehensive Racial Equity and Inclusion Plan. It was approved by the Board of Education on October 15, 2020. Fostering relational trust with students, staff and families of color was the focus of leadership learning and the expansion of convening parents and guardians to hear about their experiences in PUSD and partner for improvement. The first conversation was held on February 26, 2020 when parents from D39C and WVHS, called Small and Mighty, came and shared their experiences with our K-12 Leadership team.

The following actions were also taken during the 2020-21 school year:

- Convened Community Conversations across the district. The conversations were structured by high school feeder patterns so families could attend in their region. The sessions were co-facilitated by LSS leadership and Dr. Darlene Willis and Martha Parham, founders of Concerned Parents Alliance. 3 sessions were held during the year for each feeder pattern for a total of 16 sessions. (One was added to open to all if they had missed a session.)
- Parents shared their experiences, hopes and aspirations for their children in PUSD and reviewed the Racial Equity and Inclusion Plan. Each session provided participants a feedback form to ensure the sessions were meeting their needs.
- BIPOC staff sessions were also convened to support staff and were facilitated by Dr. Darlene Willis and Martha Parham, founders of Concerned Parents Alliance. Insights were shared to improve their experience within the district to foster relationships and respect.
- All five comprehensive high schools and Abraxas Continuation High School had well attended Black Student Unions. Cultural clubs were supported at all comprehensive high schools and all middle and high schools had Gay Straight Alliance clubs.

#2 PROFESSIONAL LEARNING FOR STAFF

- Provide training/professional development experiences which are experiential in examining personal and institutional bias working with experts in this field.
- Provide professional learning for educators on how to best integrate **culturally responsive pedagogy (CRP)** in an interdisciplinary approach. (Resource: Culturally Responsive Teaching and the Brain by Zaretta Hammond)
- Engage educators in the examination of **systemic and institutionalized racism** and injustice in both the educational setting as well as in other systems (financial, health care, housing, etc.)
- Expand The Anti-Defamation League's **No Place for Hate** Initiative district wide for all sites and build ownership of principles within all staff in order to integrate within classrooms.
- Expand training on the intersectional nature of racial injustice with other types of injustice (e.g. intersectional violence against LGBTQIA and Black communities).

Expand training on Restorative Justice Practices (RJP)

- Expand training on RJP in Tier 2 as it pertains to students being temporarily removed from the classroom.
- Expand training on RJP in Tier 3 when harm occurs and suspension/expulsion might traditionally be considered as a solution.
- Expand site **Restorative Justice** leadership teams with at least one designated staff member who will be responsible for site implementation of RJP.
- Expand training on the intersection of SEL, RJP, PBIS and CRP and how to customize experiences for students accordingly.



PROFESSIONAL LEARNING FOR STAFF



EMERGING



DEVELOPING



SUSTAINING



ACCOMPLISHING

2021-2022 SCHOOL YEAR

GOAL AREAS	ACTIONS (BEGIN IN SEPT. 2021)	OUTCOMES (BY JUNE 2022)
<p>Partner with San Diego County Office of Education (SDCOE) Equity Department to build the capacity of site based equity teams and address systemic bias (See Plan)</p>	<p>Partner with SDCOE on a regular basis</p> <p>Collab with SDCOE to address elementary and secondary site equity teams</p>	<p>Collaborated with SDCOE weekly</p> <p>Two professional learning sessions were offered and attended by all secondary site equity teams</p> <p>Four professional learning sessions were offered and attended by all elementary site equity teams</p>
<p>Continue to offer Teaching and Learning Cooperative (TLC's) on Culturally Relevant Pedagogy</p> <p>6 of our secondary schools have engaged in implicit bias training with ADL</p> <p>All elementary schools engaged in implicit bias training and additional sessions offered for staff</p>	<p>Teachers engaged in the following TLCs this year: -Culturally Responsive Classrooms -Equity and Anti-Racist Teaching -Grading for Equity</p> <p>Heighten understanding of what implicit and explicit biases are and provide examples.</p> <p>Reflect on situations in which they have experienced everyday bias, either as a target or a witness.</p> <p>Differentiate between implicit and explicit bias.</p>	<p>Teams of teachers from seven schools engaged in collaborative learning through equity focused TLCs</p> <p>Ongoing and continual learning and reflection on implicit and explicit bias</p>
<p>PBIS teams at every school have been working on restorative practices since 2018</p>	<p>Provide professional learning on Culturally Proficient Restorative Practices</p>	<p>Provided tools and strategies to use for building positive relationships with students.</p> <p>Elevated the importance to try again and make a connection with each student.</p> <p>Honoring the phrase "what happened to you" instead of "what's wrong with you"</p> <p>Allow ourselves permission to take care of and prioritize relationships.</p>
<p>Expand Restorative Justice practices through discipline handbook and training</p>	<p>Create a Restorative Response Team</p> <p>Create a Restorative Practice Process to address incidents of bias</p>	<p>The Restorative Response Team convened in May 2022</p> <p>A team is ready to support students across the district in a restorative practice process whether they are causing harm or have been harmed</p> <p>Online restorative lessons have been developed to support student learning from incidents of hate/harassment/harm</p>

PROFESSIONAL LEARNING FOR STAFF



2021-2022 SCHOOL YEAR

Launch Year Summary:

In 2020-21 professional learning was provided in several areas:

- Equity teams were established at each middle and high school as well as our Career Tech and Adult Education (CTAE) department. These teams engaged in professional learning with the San Diego County Office of Education (SDCOE) Equity Department. This learning focused on equity, identity, bias, microaggressions and leading equity-focused improvements at schools.
- Elementary school teams engaged in anti-bias training with the Anti-Defamation League. This was also provided to classified staff
- All PUSD schools were designated “No Place for Hate” schools
Attendance and Discipline collaborated with students, counselors and administrators to expand restorative justice practices

#3 EDUCATIONAL IMPROVEMENTS

- **Learning Support Services will collaborate** with teachers to critically examine existing curriculum and develop curriculum that reflects the experiences and history of all community members (e.g., Core Literature, new adoptions).
 - Work collaboratively with high schools to implement new AG approved courses for Ethnic Studies and Ethnic Literature.
 - Utilize curriculum that reflects the experiences and history of all community members.
 - Utilize curriculum that examines the history and manifestations of systemic and institutionalized injustice and how those systems uphold systemic racism and policies that reinforce the oppression and disenfranchisement of historically underrepresented people. (i.e. white supremacy).
- Create site teams with intentional inclusion of students of color to lead equity work both at their school and across PUSD.
- Expand site embedded coaching on best practices for using culturally responsive pedagogy.
- Expand site embedded coaching on best practices for holding space for courageous conversations about race and injustice.
- **Mentor site teams of students** in RJP and how to hold student-led conversations about race and injustice with students, educators, and school administration.



EDUCATIONAL IMPROVEMENTS



EMERGING



DEVELOPING



SUSTAINING



ACCOMPLISHING

2021-2022 SCHOOL YEAR

GOAL AREAS	ACTIONS (BEGIN IN SEPT. 2021)	OUTCOMES (BY JUNE 2022)
Ensure all PUSD schools become "No Place for Hate" schools through ADL (21 of 38 schools are NP4H as of 2020)	All schools create a student coalition to lead ADL's No Place For Hate activities. Schools to submit proposed activities and coalition to ADL. Once approved by an ADL representative, may precede and implement the activities.	37 of 39 schools maintained "No Place for Hate" status or attained "No Place for Hate" status Schools are to implement three anti-bias/diversity-related activities by May 2022.
Adopt texts by diverse authors and perspectives (reference state-adopted list)	On Monday, November 15, 2021, the English department chairs from the five comprehensive high schools, along with their principals and directors in LSS, met to discuss continuing efforts to diversify literature titles used in grades 9-12. Identified teacher leaders will work with principals and district staff on expanding reading titles within our secondary English courses to address gaps in inclusivity & student interest while maintaining rigorous learning opportunities. The goal of this work is to ensure all students have opportunities to see themselves reflected in text choices.	Teacher teams at all the high schools reported having provided more choices to students regarding text selection through the use of literature circles so students have options when selecting their reading assignments. On December 9, 2021, three novels were recommended by the teacher team for supplemental approval. <i>All American Boys</i> , Jason Reynolds <i>Clap When You Land</i> , Elizabeth Acevedo <i>American Like Me</i> , America Ferrara The teacher team drafted a plan that would allow for a minimum of 4 new titles to be approved yearly. This process will include parents and students as well.
Evaluate use of multimedia, not text based, instructional materials to ensure diverse viewpoints are represented for learning	Ongoing effort.	Ongoing
Hold anti-racism schoolwide dialogue, tied to current events and ensure anti-racism is a common theme in all aspects of school	Specific, measurable action not taken	N/A
Leverage student panels that represent our diverse demographics to communicate with staff their experiences	Student panels were promoted, held, and well-attended on sites. These site-based sessions were provided for staff professional learning.	February 26, 2022, DNHS and MCHS held a Black Student Virtual Panel On 5/5/2022, students representing our LGBTQ community held a panel at the Pride Conference sponsored by Assoc. CA School Administrators (ACSA) May 23, 2022 PHS GSA presented to all staff
Implement an Ethnic Studies Course at each high school Adopt updated History Social Science textbooks at all levels	Ethnic studies classes were launched in Fall 2022 Pilote program consisted of parents, and teachers met multiple times; piloted two programs, compared and voted for TCI	Each high school has an ethnic studies course 2021 implemented the newly adopted elementary social studies curriculum, TCI. Middle and high school History Social Science teachers completed the adoption process and will implement new textbooks for 2022-23 forward.

EDUCATIONAL IMPROVEMENTS



2021-2022 SCHOOL YEAR

Launch Year Summary:

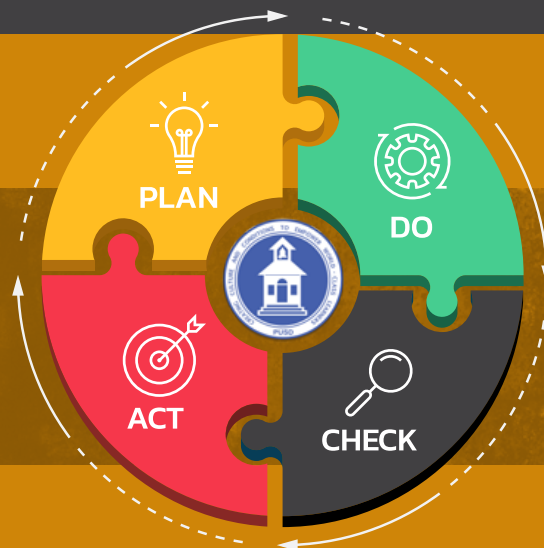
In the 2020-21 school year the following educational improvements were focused on:

- Collaborated with staff to review CA Ethnic Studies Model Curriculum, UC a-g approved course outlines for Ethnic Studies courses and other resources. Teachers collaborated with LSS and outside organizations (ADL, CARES, Jewish American Parents, community members) to develop PUSD Ethnic Studies course outlines. Course outlines were posted for public feedback.
- Board approved two new courses, Ethnic Studies and Ethnic Literature in December 2020.
- Elementary teachers piloted a new social studies curriculum and engaged in the formal textbook adoption process. Parents from various schools were included in the process. Two public forums were held to review the process and share links to the textbooks being reviewed. These forums were open to all parents.
- TCI Social Studies was recommended for elementary adoption and approved by the board in June 2021.
- School libraries added diverse texts to their collections
- Nene and Ekene Okolo engaged the community in a service project to honor Dr. Martin Luther King day. They raised money to purchase new titles for elementary and middle school libraries.



#4 SYSTEMS IMPROVEMENTS

- Establish a community based, independent advisory committee focused on district efforts to become **a more equitable and inclusive school district**. (Equity and Inclusion Advisory Committee)
- Update the district's **Discipline Plan to be a Restorative Discipline Plan** with specific language that reflects a restorative approach rather than a punitive/criminalizing approach.
- **Add a page on the District website** dedicated to racial equity and inclusion plan, post resources, and upcoming meetings and events.
- **Lead by example** at the district level in examining personal and institutional bias through ongoing professional development and holding courageous conversations.
- Share ongoing data on suspension/expulsion rates by race/ethnicity/students with disabilities with all district and community stakeholders through multiple mediums.
- **Increase the hiring, retention and support** of Black and people of color staff, teaching, and leadership positions to reflect all members of the community. In addition, conduct a staff survey to determine baseline demographics.
- Provide an annual update to the Board of Education regarding progress toward goals within the **Racial Equity and Inclusion Plan**.



SYSTEMS IMPROVEMENTS



EMERGING



DEVELOPING



SUSTAINING



ACCOMPLISHING

2021-2022 SCHOOL YEAR

GOAL AREAS	ACTIONS (BEGIN IN SEPT. 2021)	OUTCOMES (BY JUNE 2022)
Develop an Equity Advisory Committee comprised of all stakeholders to support and advise efforts outlined within the PUSD Racial Equity and Inclusion Plan	<p>Provided application for new PUSD Equity Advisory Committee.</p> <p>Over 200 stakeholders applied; students from each high school, parents, teachers, classified staff and administrators were identified to start the new Equity Advisory Committee.</p>	<p>52 members comprised the Equity Advisory Committee.</p> <p>The committee met 4 times during the year.</p> <p>A subcommittee met to make recommendations for measurement and accountability of the plan</p>
Discipline Plan revised to include Restorative Justice Practices (RJP)	<p>In Other Means of Correction section, Restorative Justice is addressed</p> <p>Teacher Learning Collaboratives (TLCs) address Restorative Justice</p>	ongoing
Discipline Policy will be revised to improve consistent implementation, and include more robust actions around the use of racial slurs, hate language, and behavior; will also include a focus on RJP.	<p>The team of site and district staff collaborated on restorative best practices and processes</p> <p>Assemble a Restorative Response Team to address incidences of bias</p> <p>Create a 5-day canvas course to educate and provide reflection to individuals causing harm</p>	<p>Helping students develop empathy & understanding of their classmates</p> <p>Encouraging students to take responsibility for their actions and to repair the harm caused by their conduct.</p> <p>5-day course to educate and provide reflection opportunity for students that have violated the hate/harassment policy was piloted in May/June 2022.</p>
Expand Character Pillars to include explicit connections to aspects of anti-racism	Specific, measurable action not taken	N/A
Develop specific restorative justice practices for elementary, middle and high school students to address all incidents of hate language and behavior	Specific, measurable action not taken	N/A
Expand efforts for hiring diverse staff that reflects the demographics of PUSD	Specific, measurable action not taken	N/A

Launch Year Summary:

In 2020-21 the following focus areas were addressed:

- [Racial Equity and Inclusion webpage](#) was launched
- Invited Black and Hispanic principals to join the Personnel Department recruitment fair to encourage diverse staff to apply to PUSD
- Created a new position, Director II of Equity and Improvement for the next school year libraries.



RESOLUTION

Poway Unified School District

RESOLUTION NO. 116-2020 REAFFIRMING POWAY UNIFIED SCHOOL DISTRICT'S COMMITMENT TO FIGHT RACISM AND CORRECT SYSTEMIC INEQUITY

ON MOTION of Member Dr. Patel, seconded by Member Mrs. Couvrette, the following resolution is adopted:

WHEREAS, recent racially charged incidents have impacted many of our students and many members of our community. We are now called upon to be visible in our resolve to work for change; and

WHEREAS, the heightened level of civic engagement from our students and communities serves as an opportunity to work even harder to address the racial, cultural, and ethnic disparities in our schools; and

WHEREAS, schools are the cornerstones of communities, and educators play an important role in influencing perceptions and processes; and

WHEREAS, the Poway Unified School District and Board of Education will continue to take an unwavering stand against racism and discrimination in all forms; and

WHEREAS, valuing the diversity that exists among our students, staff, families, and community members is integral to our District vision of creating culture and conditions to empower world-class learners; and

WHEREAS, we believe that we – individually and collectively – must fulfill the Board's goal to empower student success by ensuring that all learning environments are safe, inclusive, innovative, and equitable for every person, regardless of their skin color or ethnicity; and

WHEREAS, the Board recognizes that achievement and discipline disparities for students of color persist despite this goal; and

WHEREAS, underserved minority students being disproportionately overrepresented in discipline statistics and underachieving compared to peers (a-g) in rigorous classes even though these students have the same academic potential and all bring unique, valuable perspectives and experiences to our classrooms; and

WHEREAS, our classrooms are an ideal environment to provide racially and culturally relevant curriculum resources, including literature selections and historical perspectives from diverse voices, and the Board urges the District to keep this fact in the forefront as we continue to review our District's curriculum and course offerings; and

WHEREAS, the District has adopted Response to Intervention and Positive Behavior Interventions and Supports practices whereby Tier 1 supports can be applied to teach anti-racism at all grade levels; and

WHEREAS, Poway Unified School District values the different cultures and ethnicities of our workforce and is committed to anti-racist leadership and inclusive working environments where each person is treated with respect and dignity; and

RESOLUTION



WHEREAS, the Board recognizes that our District would benefit from having a racially and ethnically diverse staff that matches our student population; that the presence of diverse employees helps to stop negative stereotypes, promotes acceptance of diversity and equity, influences the culture of our schools, and increases role models and mentors for students of color, and that, for these reasons, the District will work towards the goal of hiring and retaining diverse staff, administrators, teachers, and counselors; and

WHEREAS, the Board is committed to our goal of providing high quality professional learning for teachers and staff, including supporting and expanding ongoing work with cultural proficiency and anti-bias training to cultivate a culture of trust and cultural relevance; and

WHEREAS, the problems of society are mirrored in schools, and these problems can only be fully addressed with a united effort of community and school coming together for the betterment of our students' future; and

WHEREAS, the Board recognizes the District's productive relationships with racial equity-focused parent and student groups like Concerned Parent Alliance/College Bound, Small and Mighty, No Place For Hate, Black Student Union, and Social Justice Club, and knows that the District must do even more to further the Board's goal of engaging parents, business, and community partners to foster shared responsibility and accountability.

NOW, THEREFORE, IT IS HEREBY RESOLVED AND ORDERED that:

The Poway Unified School District will examine and confront the biases in our own school district and actively engage with staff, students, and families, and our whole community to address problematic practices that are contributing to unfair, inequitable outcomes; and

BE IT FURTHER RESOLVED, that Poway Unified School District will seek to better align our resources to meet the diverse and dynamic needs of all students, staff, and community; and

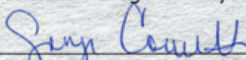
BE IT FURTHER RESOLVED, that Poway Unified School District reaffirms its commitment to fighting racism in all its forms and correcting systemic inequity in order to fulfill our District vision of creating culture and conditions to empower world-class learners and mission of inspiring passion and preparing every student to thrive in college, career, and life by providing personalized, rich, and rigorous learning experiences.

PASSED AND ADOPTED on June 25, 2020, by the following vote:

AYES: 4
NOES: 0
ABSENT: 1
ABSTAIN: 0

STATE OF CALIFORNIA)
COUNTY OF SAN DIEGO)

This is to certify that the foregoing document is a true copy of the Resolution of the Board of Education of the Poway Unified School District of San Diego County.



T. J. Zane, Clerk of the Board of Education
Acting Clerk, Ginger Couvrette