

DRAFT - Under Review by the Cultural Proficiency Committee

Anti-Racist Action Plan (ARAP) for Moraga School District

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For consideration by the MSD Cultural Proficiency Committee

WHAT-

Our goal is to develop a culture of Anti-Racism in the Moraga School District. Anti-Racism is difficult to define, challenging to practice, and the journey toward being Anti-Racist is a personal and continuous process determined by how one acts in the moment to the racism surrounding them. Anti-Racist is *becoming attuned to the subtle effects of racial bias in everyday interactions and environments. Anti-Racist people recognize the systemic presence of racism and how race-based oppression is allowed to continue. An Anti-Racist person values equity, human rights and social justice.* ([*White Anti-Racism, Learning for Justice*](#))

The ARAP outlines specific and concrete steps to take immediately and continue through the 2020-2021 school year and beyond, which will lead to increased awareness, understanding, and responsibility to be Anti-Racist among students, teachers, and parents of the Moraga School District.

WHY-

Recent events have brought to the forefront the fact that we live in a racist society that benefits people who are white, with systems in place at all institutional and cultural levels that historically and currently oppress, discriminate, and harm people who are not white. While the current social movement focuses on Black Lives Matter, all people of color, non-dominant religions, and LGBTQ have been subject to prejudice, discrimination, and violence. As an institutional system, the Moraga School District and its members must:

- *become aware* of their institutional and personal racism,
- *increase understanding* of racism and its impact on individuals and society,
- *take responsibility* for our role in this racist society, and
- ***actively do the difficult work*** to reverse the systemic and cultural racism in our community.

Moraga School District is predominately white. In our white suburban district, there have been many documented incidents of racism. The few Black and Brown people in our district do not always feel safe, heard, or supported. With a commitment to the Anti-Racist Action Plan, we will work to make our Black and Brown community members feel respected, valued, and seen.

We will also work to make our white community members more aware of their own privilege, gain a better understanding of how systemic racism impacts the lives of all people and fosters a culture of oppression and hate, and take responsibility for their own racism with perceivable and positive action.

HOW-

Continuing the last three years of effort of the MSD Cultural Proficiency Committee, we propose the following immediate steps to move our Anti-Racist Action Plan forward.

Teachers-

Teachers need to increase Anti-Racist awareness, understanding, and responsibility in their classrooms, for both themselves and their students. To do this, there needs to be a cultural shift among Moraga School District faculty and administration. The difficult conversations need to occur and the hard work must be tackled. Safe and easy won't change the culture. Supportive and Honest and Persistent will. Teachers need to feel comfortable proclaiming everything from "I don't understand" to "Black Lives Matter," with full support from the district to assist them in their journey.

To begin, MSD must commit to significant and ongoing professional development hours and funds, starting this August, 2020.

- We strongly recommend a collective of teachers be formed *immediately* to develop and lead grade-level PD workshops on teaching Anti-Racism and Social Justice. Members of this committee should be teachers who are passionate on the topic and have some experience in their classrooms trying to teach through an Anti-Bias/Anti-Racist lens.
 - Ask teachers from the CPC and participants in the Museum of Tolerance training if they are interested in joining this committee and becoming facilitators for their grade-level PD. There should be at least one representative from each grade level.
 - Pay a stipend to these teachers.
 - This group will meet over the summer and come up with a plan for a ½ day, grade-level PD for August Staff Development.
 - At this PD, they will discuss with their colleagues why this work is important, share informative reading, videos, curricular connections, classroom resources, books, websites, etc.
 - To hold teachers accountable, all teachers will be given ideas of what to do in their classrooms and will be asked to complete and report back at the October PD.

- All 2020-2021 Staff meetings will dedicate 30 minutes to the topic of Anti-Racism, via reading, video, or guest speaker, with follow-up discussion. Teacher-Facilitators and Admin will work together to decide topics and resources.

- Specialist teachers (Bess Inzeo, Terryl Miller, others) will develop and integrate anti-racism lessons and resources into their curriculum and push into staff meetings and classrooms.
- Music, Art lessons, PE (K-8) teachers will develop and integrate broader representation of people of color as source material, mentors, and in lessons.
- Librarians will develop a book list for each school library.
- District will commit to several sessions of district-wide PD through an outside professional organization. Please see [proposal for training through Teaching Tolerance](#), presented to CPC in March, 2019, and link to <https://www.tolerance.org/professional-development/request-a-training>. *(These trainings are quickly selling out- communication with TT to schedule this training should happen immediately.)*
- The CPC committee will host a monthly Professional Book Club for Teachers- open to anyone interested. Read and discuss (on own time) books like White Fragility, How to Be an Anti-Racist, etc. Teachers will be given a budget and be reimbursed for purchase of these books.

PLEASE NOTE:

WE DO NOT RECOMMEND an off-the-shelf curriculum be purchased and handed to teachers. This work requires more than a textbook. This work should be done with peer-support and encouragement, with honesty and deep-reflection. As teachers, we are already over-committed in instructional hours, and an additional curriculum will be ignored, resented, scorned, and a waste of money.

Administration

Like teachers, MSD Administration and Board needs to increase Anti-Racist awareness, understanding, and responsibility in their schools and the district; for themselves, their teachers, the students and families.

- The Administration and the Board will participate in Anti-Racism trainings (Examples: Leading for Equity, Coaching for Equity), reading, discussion, and self-reflection.
- Administrators will clearly communicate at the start of the school year to parents and community MSD's commitment to raising anti-racist children.
- Administrators will clearly communicate throughout the year expectations to students regarding zero-tolerance of racist behavior.
- Administrators will develop protocol (consistent consequences and education) for students committing acts of racism.
- All stakeholders will ensure that any and all new curriculum purchases explicitly support an Anti-Racist lens.

- Administrators will work with Parent Groups to develop plans for Parent Education (workshops, PTA presentations, Parent Nights, include articles/resources for families in weekly newsletters).
- Administrators will work with interested teachers to develop monthly staff meeting presentations/discussions on anti-racism and social justice.
- Administrators will support teachers as they embark on what may possibly be a difficult journey of self-reflection as they explore their own privilege, racism, and fragility.
- Administrators will support teachers as they work to develop teaching practices and classroom resources that work to dismantle systemic and cultural racism.
- Administrators will coordinate with other Lamorinda school administrators, teachers, parent groups to share ideas, resources, etc.
- The CPC will change its name to one that is clear and easily recognizable so as to attract more membership and community involvement and collaboration. We recommend Diversity, Equity, Inclusion (DEI).

Students-

The students of MSD are the reflection of our community's values. We have witnessed numerous incidents of overt and explicit racism through our students at JM and Campo. The flight of our few Black and Brown students to other high schools is evidence of the lack of safety and inclusion our students of color feel. The foundation for an Anti-Racist culture must begin in early education.

Students need to increase their Anti-Racist awareness, understanding, and responsibility for their role in our community. Our white students must become allies in this movement, our students of color must feel supported and seen. In addition to the actions listed above with teachers and administrators, all which will directly benefit students in this effort, the following actions should be priority:

- Students will participate in a One District, One Book program with a book that directly addresses diversity, equity and inclusion. The recommendation is “Blended” by Sharon Draper.
- Students will have access to classroom and school libraries with broad representation of people of color, non-dominant religions, and LGBTQ+.
- Students will receive SEL/BLM/anti-racist lessons in the classroom (K-8) taught by counselors, Kids Connection, psychologists (Example: Teaching Tolerance “Speak Up at School”)
- Student ally pledge (possible outcome of interactive workshop)

- A collective of interested staff & parents will start developing a grade-level interactive workshop (K-2, 3-5, 6-8) exploring diversity, equity and anti-racism presented in MUR with stations to work through different activities, scenarios. (Example: Ally Week)
- Students will receive core curriculum lessons (TCRWP) taught using mentor texts with broader representation of people of color, BLM using book titles provided by TOSA, Terryl Miller. Teachers and librarians can inventory their libraries for these titles. Ask for funding or apply for a grant.
- All school sites will found and foster Student Affinity Groups for all ages. These groups will allow students of color to meet and discuss their experiences, develop a supportive community, and work to bring in White Allies.
- All school sites will host School-Wide Assemblies with SEL/BLM themes
 - JM assemblies with speakers with life stories/experiences different from MSD students.
 - Elementary assemblies celebrating diversity and inclusion
- Junior Achievement lessons taught by business owners of color

Parents-

Parents are our best allies. Their support and buy-in for an Anti-Racist initiative will help propel its success. There are many well-intentioned white ally parents within the district who will appreciate the message and educational opportunities, encourage others to participate, and speak the language of Anti-Racism at home with their own families. Community building among Black and Brown Families with affinity groups will help share the experiences and build coalitions. The PTA, with MSD administrative support, should step up and take a very active and strong stance in these efforts.

Parents need to increase their Anti-Racist awareness, understanding, and responsibility for their role in their families and the schools. To do this we recommend the following actions:

- Parents will form a Diversity and Inclusion Parent committee to discuss, support, and collaborate on Anti-Racist Actions in Moraga. Collaborate and coordinate between sites.
- This group can help develop the plan for Parents, which may include education, resources, book clubs, participation in community efforts and events, etc.
- Parents will have a Centralized Database with Anti-Racism resources, events, education.
- Book recommendations for parents

Once more, WHY-

MSD has the opportunity to launch an initiative that could make significant and positive change on a community that is mostly privileged white people. We are an institution whose primary goal is to teach children. If we can successfully teach our privileged white children to be Anti-Racist, they will take their privilege and use it in the world for good. We should all be working to become Anti-Racist. Let's embrace this hard work together.

From [White Anti-Racism: Living the Legacy](#)-

How would you describe the stages of becoming a white anti-racist/ally?

1) Realize the meanings behind privilege, racism and whiteness. 2) Look within before you look outward. How do you relate to the definitions? Pinpoint the ways in which you experience privilege as a white person. 3) Look outward, find out the historical, global and social patterns of the effects of racism and other forms of oppression. 4) Act. Realize that you want to do something about this system, and come at it with a sensitivity and understanding that you come from a privileged background whether you like it or not.

Anti-racist...is more indicative of a process of coming to a healthy and functioning sense of a white racial identity

Update Vision Statement

Our vision of the Moraga School District is that students *will have the foundation to reach their highest potential as students and citizens in a global society.*

Possible change: "...will graduate with the skills to ensure they are competent, fully-informed, caring, critical thinkers in a global society."

Update MSD Core Value 3

We are committed to embracing and valuing diversity and inclusion of all students, parents, faculty, and staff. By creating a school climate that is respectful, supportive and appreciative of all differences, *we believe our students will be enriched and better prepared to enjoy, contribute, and thrive in any environment.*"

Possible change: "...we believe our students will embrace diversity, act responsibly, and contribute to our community and world."