

**Resolution on Racial Justice, Equity and Inclusion
Gravenstein Union School District ('GUSD')**

A RESOLUTION of the Board of Trustee of Gravenstein Union School District, Sonoma County, Sebastopol, California to declare that the lives of Black students matter, and that the lives of all of our students of color matter,

WHEREAS, our country has recently been reminded--in part by the murder of George Floyd on May 25, 2020--of the horrors that stem from systemic racism, we take this moment to affirm that we support the principles of the Black Lives Matter movement.

WHEREAS, schools have the potential and social responsibility to assert positive and tangible social change in the world while instilling agency for our students to be ambassadors of their communities, their classrooms, their campuses, and each other;

WHEREAS, our country's healing and restoration relies on recognizing our strength comes from our diversity and on high-quality education systems that confront institutionalized racism, systematic bias, and demonstrate models that ensure that BIPOC (Black, Indigeous, People of Color) students, families, and staff flourish within the systems intended to serve them, and/or employ them;

WHEREAS, a tremendous opportunity has been bestowed to teach all students about social justice, to lead for equity, integrate culturally responsive and restorative practices, provide curriculum that counters bias, racial violence and hate, and support students as they become ambassadors in making GUSD and our country safer and more inclusive;

WHEREAS, schools should serve to be safe places for honest conversation and critical reflection of an educator's professional growth on practices of equity, social justice, and for the active engagement of all in creating pathways for GUSD to assert responsibility of ensuring freedom and justice for all people;

THEREFORE, we affirm and recommit to direct District resources to upholding the rights and working for the equitable education of Black, Indigenous and People of Color, and others that have faced historical systemic discrimination, and recognize the importance of our education system to counteract historical wrongs. We affirm that the District will be committed to the following guiding principles:

- A. Hate language will not be tolerated (consistent with the Citizenship and Conduct section of the student handbook). Students behaving in a racist or bigoted way will be handled thoughtfully, and discipline will be considered with a restorative justice approach;
- B. Curriculum, specifically social studies and history, should be expanded and/or developed to facilitate education about historic discrimination, civil rights and racial equity; and this should be done in an intentional, ongoing, and integrated way that never treats these topics as secondary;
- C. Facilitate education through interactions with representatives of communities that can share personal experiences and stories of racism and discrimination including ‘guest speakers’; lectures; videos; field trips; and small-group discussions;
- D. Support social emotional learning curriculum that empowers students to respond to blatantly racist or discriminatory attitudes, and unconscious bias;
- E. Commit to serving District families that are primarily Spanish-speaking, and recruiting primarily Spanish speakers to participate in all other aspects of campus community life;
- F. Invest in professional development of staff embracing difference, engaging conversations with students and parents to facilitate inclusion of diverse voices;
- G. Work to hire for diversity of our staff team, this should include not only recruiting but working to facilitate a District ‘organizational culture’ that facilitates historically represented communities desiring to work at Gravenstein District;
- H. Schedule all special events including field trips, musical performances, and assemblies with consideration by staff and individual teachers to minimize conflicts with key holidays of diverse religious groups; and
- I. Provide resources to parents to facilitate conversations with their students about race, diversity and respect for all people.

Building on recent work to facilitate equity and diversity, including: establishment of the Gay-Straight Alliance at the Hillcrest Campus; in early 2020; the “Multi-Cultural Awareness Committee” that worked at Gravenstein Elementary in 2019-20; and Spanish language focus groups organized by District staff for development of the LCAP in 2020;

We call on District staff to work with members of the parent community, and student leaders to:

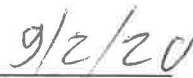
- 1. Report at the September, 2020 Board meeting on status of communication with primarily Spanish speaking parents about implementation of the proposed educational model resulting from the COVID epidemic and approved in Board Resolution #200813 on 8/13/20 or subsequent actions; and

2. Develop a resource library for students; staff and parents to facilitate education about racial justice; and other historically discriminated against groups including: women, the LGBTQ+ community; people with disabilities; Jews and Muslims and other religious minorities;

3. Establish and support a Racial Justice, Diversity and Inclusion Committee to advance and monitor progress towards principles listed herein; The committee shall have 5-9 members and shall include at least one member of the Administrative Team; one teacher representing each campus; and one parent representing students at each campus.

The Committee will report to the Board at the December Annual meeting, and then at least bi-annually. Report will include recommendations for resource commitment for specific programs. December, 2020 report should specifically include recommendations: 1. on whether development of a plan to advance principles herein should include hiring of an outside consultant with clear perspectives of Black, Indigenous and People of Color; 2. Should the District participate in the national Black Lives Matter in Schools Week of Action the first full week of February in 2021 and going forward; 3. Best qualitative and/or quantitative data to monitor efforts to hire for diversity within the staff team; 4) develop a process and plan for shifting to an approach of restorative justice; and 5) to advance student-centered social justice clubs. 6) Assess makeup of accelerated classes and take steps to encourage and support enrollment in and participation by students from all racial and ethnic groups in these classes.


Board President


Date