



PRESENTED TO  
SUSD Board & Community  
Wednesday, September 17, 2025

# Anti-Racist Initiatives & Progress Update

Centering Inclusivity and Equity  
in Education For All Students



# Culture of Respect

Sebastopol Union School District strives to provide and foster a safe, inclusive, and equitable learning environment where every student, staff member, and family is valued, respected, and empowered.

LCAP Goal 2: Culture, Climate and Community Engagement All students will have access to a safe, positive school culture with equitable opportunities to learn in a culturally responsive, physically and emotionally healthy environment.





# Who Are We?

Sebastopol Union’s demographics are some of the most diverse in West County.

We serve 500 students TK-8<sup>th</sup> Grade

## Enrollment


### District Demographics on Census Day

Student Group	Total	Percentage
English Learners	62	13.9%
Foster Youth	5	1.1%
Homeless	9	2%
Socioeconomically Disadvantaged	251	56.2%
Students with Disabilities	50	11.2%

Race/Ethnicity	Total	Percentage
African American	7	1.6%
American Indian	11	2.5%
Asian	6	1.3%
Filipino	1	0.2%
Hispanic	165	36.9%
Two or More Races	40	8.9%
White	200	44.7%



# ANTI RACISM IN SCHOOLS



Building an anti-racist school culture requires implementing evidence-based strategies that are deeply rooted in educational research and proven effective practices. Data shows that sustainable cultural transformation happens when schools invest in comprehensive professional development, examine discipline and achievement data through an equity lens, diversify curriculum and leadership representation, and create systems for ongoing reflection and accountability.

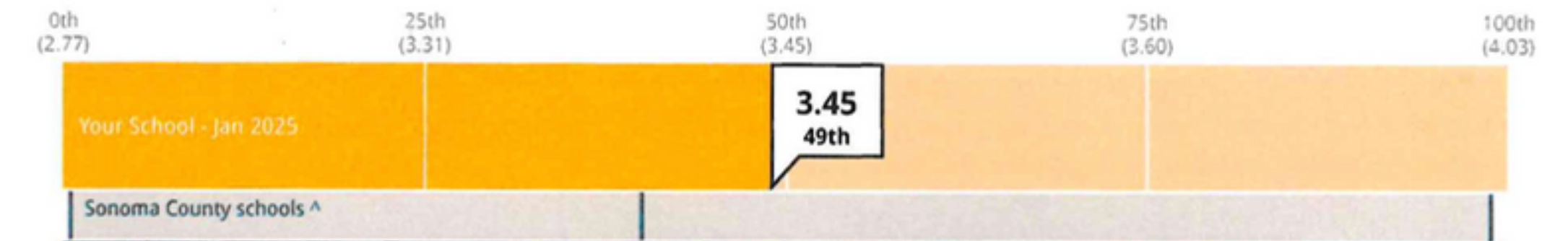
Critical to this work is ensuring genuine staff cooperation and buy-in through collaborative planning, transparent communication about goals and expectations, and providing educators with the training, resources, and support they need to successfully implement anti-racist practices in their classrooms.

Research consistently demonstrates that when school staff feel prepared, supported, and invested in equity initiatives (rather than having changes imposed upon them) these efforts are more likely to create lasting, meaningful change that positively impacts student outcomes and creates the inclusive, welcoming environment all students deserve.

# Youth Truth Survey Results 2024-2025 - BHS

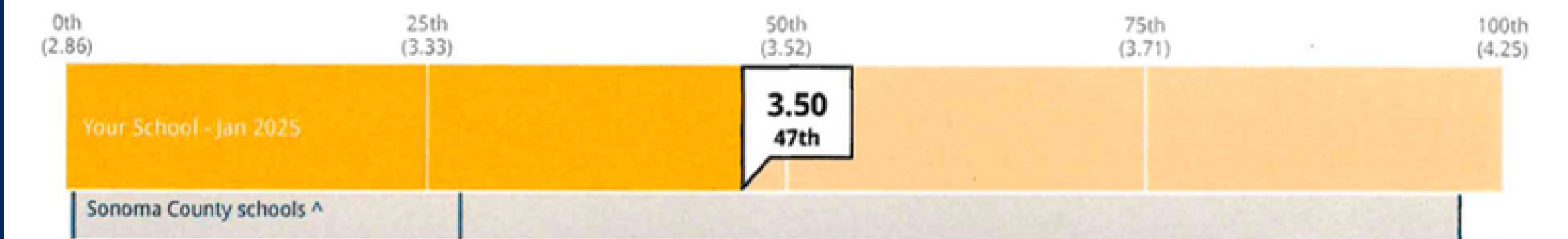
My school clearly communicates how to report acts of discrimination.

1 = Strongly disagree    3 = Neither agree nor disagree    5 = Strongly agree



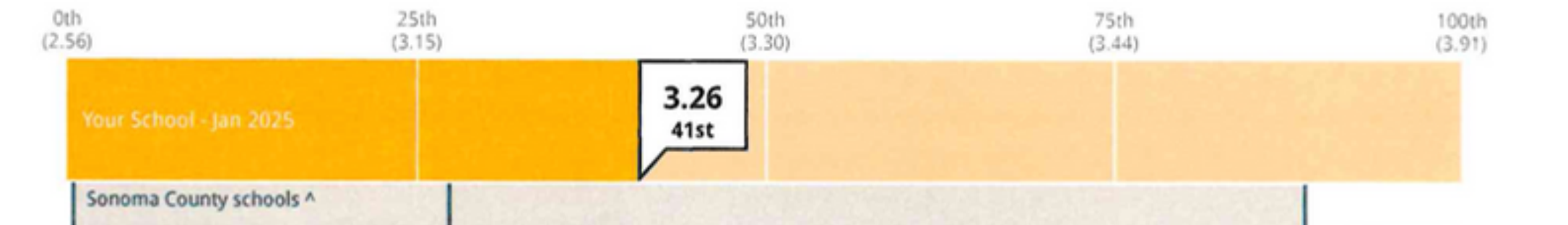
My school encourages students to speak out against racism.

1 = Strongly disagree    3 = Neither agree nor disagree    5 = Strongly agree



My school makes me interested in getting to know people of diverse backgrounds.

1 = Strongly disagree    3 = Neither agree nor disagree    5 = Strongly agree



**SUSD has had a longstanding commitment to providing opportunities that encourage community building by helping students find commonalities and understanding through daily classroom lessons and experiences, as well as...**

- PS House System
- BH Team Time
- Class Meetings
- Community Circles
- Social Emotional Programs
- Lunchtime Clubs & Activities
- Rainbow House
- Restorative Practices
- Warrior Wellness
- FLEX Time
- Advisory Periods
- Cultural Musical Opportunities
- Counselor Social Emotional Lessons
  - Anti Racist/Bias
  - Mental Health & Resiliency
  - Friendship Groups



# 2024-2025 School Year

- **Sept. 6, 2024: District Notified by SEF of Directed Donation** *“In Support of Black Students & Anti Racist Curriculum”*
- **Sept. 10, 2024: District Acknowledged & Thanked Family for Donation-** *Emailed to communicate the district’s interest in Ally Elementary Anti Racist Curriculum & shared that it appeared to align with the intended use of the donation.*
- **Nov 2024: All BHS students participate in The Ruby Bridges Foundation Community Walk-** *The event’s goal is to promote activism, anti-racism, and anti-bullying, aiming to inspire positive change in schools and communities.*
- **Dec. 2024: Administration began researching & drafting Anti-Racism Response Plan**
- **January 2025: Counselor led TK-4 Anti-Racism Lessons In the classroom-** *Counselor purchased read aloud books recommended by Anti-Racist Teaching reading list.*
- **January 2025: Administration began looking for sample language of Anti Racist policies**
- **Feb 2025: Administration met with the 100 Black Men of Sonoma County-** *Developing a partnership and to find out more about outreach opportunities for Black Students in the community.*
- **Feb 17, 2025: Mobile Museum of Tolerance visit-** *2 workshops per grade level 5th-8th grades - topics included Anne Frank, Civil Rights, Combatting Hate & The Power of Ordinary People.*
- **Feb 26, 2025: Holocaust survivor guest speaker visited 6th & 8th grade classes**
- **Mar 28, 2025: Administration worked to ensure a diverse representation at our first Career Fair.**
- **Jun - Aug 2025: Admin team begin exploring Behavior Academies-** *A program to be developed by our PLC teams that incorporates opportunities for small group intervention and lessons designed around behavioral needs/issues. Training begins with staff in October 2025.*
- **June 2025: Connected with non-profit Creative Change Collaborative-** *Inquiring about partnering to train staff and hold restorative circles emphasizing the power of words and name calling in 6-8 grades.*
- **August 2025: Booked Challenge Day Opportunity-** *Designed for participants to experience belonging, connecting across lines of difference and move toward creating the culture they want in their school for 7/8 grade students for the 25-26 school year.*



# Implementation

*August-September 2025*



## STAFF WORK & PROFESSIONAL DEVELOPMENT

- Addressing Racist Comments with Phoebe Smith- Sept. 11, 2025
- Bias Based Bullying, Welcoming Schools- Sept. 18, 2025
- Identify & Implement New Student Reporting System- Fall 2025
- LEAP (Leading for Justice) Community of Practice- Oct. 2025
- Book Group- *Unconscious Bias in Schools*- Winter 2025-26

## COMMUNITY ENGAGEMENT & FAMILY RESOURCES

- Community Letter Addressing Anti Racism Work - Sept. 4, 2025
- Listening Session - Sept. 30, 2025
- Creation of Webpage with Anti Racist Resources for Families - Fall/Winter
- Investigate collaborative opportunities with community based organizations
- Planning of Family Education Opportunities with input from DELAC & Site Council

## STUDENT LEARNING

- Counseling Lessons focused on Anti Racism (TK-6)
- Upstander & IQEE Anti Bias/Anti Racist Lessons (K-8)
- Advisory Lessons Focused on Restorative Practices & Power of Words (7-8)
- Develop Opportunities for Restorative Practices Lessons in Advisory classes (6-8)
- Student Pledge/Code of Conduct (5-8)



# SEPTEMBER ANTI BIAS LESSONS

## STUDENT RESPONSES SUPPORTING ANTI BIAS SCHOOL CULTURE

### Anti-bias Student Response

- 1 CHOOSE TO BE AN UPSTANDER OR A BYSTANDER
- 2 USE UPSTANDER STRATEGY OR IQEE TOOL
- 3 REPORT TO YOUR TEACHER OR SUBMIT ANONYMOUS REPORT
- 4 GENERALIZE THE INCIDENT TO ENGAGE IN COMMUNITY CIRCLE, SEL LESSONS, ETC.

#### INTERRUPT QUESTION EDUCATE ECHO

##### Interrupt

"That's not ok."  
"That's not nice/kind."  
"We don't do that here!"

##### Question

"How would you feel if..."  
"Why are you being unkind?"  
"Are you trying to be mean!"

##### Educate

"I think those words hurt feelings."  
"I have an idea... (positive)"

##### Echo

"Me too!" "I think that too."  
"That's a good idea."  
"Yeah, we don't do that here!"

### ANTI-BIAS STUDENT RESPONSE

Upstanders believe that everyone at school has the right to feel welcome, respected and safe. Upstanders choose to speak up, help out and support others who are not being treated in these ways. Bystanders join in on groups and behaviors that leave people feeling unwelcomed, disrespected and unsafe. It's your choice to be an Upstander or a Bystander.

#### 01. Listen Up

Listen with empathy (emotions)  
Consider another's experience  
Validate and reflect back  
Make space for all voices  
Research and Learn

#### 02. Show Up

Stand close to target  
Check In Afterwards  
Get Help  
Don't join bystanders  
Use anti-bullying strategies

#### 03. Speak Up

Repeat what someone just said to agree or support  
Speak out in the presence of "Hate Speech"  
Silence is bystander behavior

Hate speech is when someone uses hurtful words to put down or be mean to others because of who they are.

#### Talk Up

Interrupt bias or stereotypes  
Practice talking to others  
Share learnings with people you care about  
Leverage your privilege - do the emotional labor so the target doesn't have to.

**RP**





# Ongoing Work

2025-2026 School Year

## Policy, Resolution & Response

**SUSD Anti Bias Policy | SUSD Resolution on Anti Racism & Anti Bias Education | Protocols for Staff Response to Racist Behaviors**

SUSD is committed to fostering meaningful collaboration with community partners, families, and stakeholders to revise and strengthen our public messaging that clearly denounces racism and affirms our dedication to creating an inclusive school environment for all students. Through our engagement process, we will provide opportunities for diverse voices- including parents, students, and staff- to contribute input, feedback, and recommendations that will inform the development of a formal board resolution and updated anti-bias policies.

This collaborative approach ensures that our commitment to equity and inclusion is not only authentic and community-driven, but also reflects the values and expectations of the entire school community we serve, creating a unified foundation for the important work of building truly welcoming and supportive learning environments.



# Restorative Practices



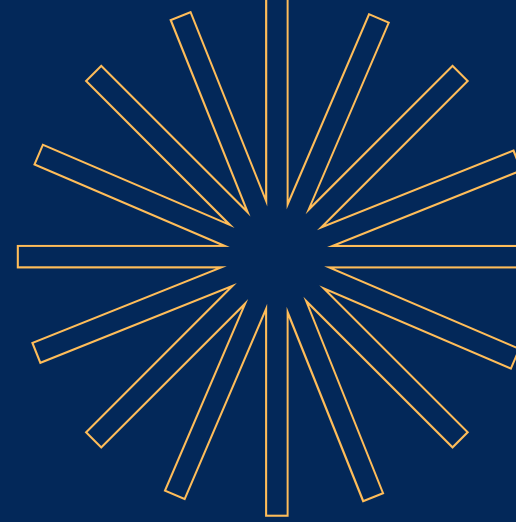
Restorative practices are a vital component of anti-racist initiatives because they address the root causes of harmful behavior while building understanding, empathy, and stronger community relationships. Rather than only punishing students, restorative approaches create opportunities for meaningful dialogue, **accountability**, and learning that help students understand the impact of discriminatory actions and develop the skills to make better choices moving forward. This approach is particularly important in addressing issues of bias and racism, as it allows for education, healing, and genuine behavior change while still maintaining clear expectations and consequences for harmful actions.

# RESTORATIVE PRACTICES & TRADITIONAL DISCIPLINE





# SUSD'S COMMITMENT



SUSD remains firmly committed to denouncing racism in all its forms and creating a learning environment where every student, family, and community member feels valued, respected, and seen. We recognize that building an anti-racist school culture is ongoing work that requires the active participation of our entire community, and we are dedicated to providing meaningful opportunities for families to partner with us in interrupting harmful behaviors, challenging stereotypes, and addressing systems that marginalize any members of our school family.

Through collaborative efforts and dialogue about our progress, we will work together to continuously improve our schools. We understand that this work is not easy, but it is essential, and we invite every family to join us in this important commitment to equity, inclusion, and justice for all students.

Together, we will continue to strengthen and enhance our school community so that it more fully reflects our shared values of respect, belonging, and educational excellence for every child.