

Resolution: Black Lives Matter at Schools' Year of Purpose

WHEREAS, on August 27 2020, the El Camino Real Alliance Board adopted the **Resolution Recognizing Black Lives Matter at ECRCHS**; and

WHEREAS, the Resolution Recognizing Black Lives Matter stated we recognize that educational institutions have a history of deeply institutionalized racism and bias which negatively affect Black students and students of color in a variety of ways; and

WHEREAS, educational institutions have a moral responsibility to enact positive social change and dignify and affirm the entire Black community; and

WHEREAS, In the wake of the murders of George Floyd, Ahmaud Arbery, Breonna Taylor, Tony McDade, and others named and unnamed, a great Uprising for Black Lives has swept the nation and the world, inciting new urgency and radical possibilities for advancing abolitionist practice and uprooting institutional racism; and

WHEREAS, The National Black Lives Matter at Schools movement, in the past, has called for “Black Lives Matter at School Week” to focus on the need to:

- replace harsh zero-tolerance discipline policies, which disproportionately suspend students of color, with a Restorative Justice practices
- establish Black studies and other critical Ethnic studies in curricula
- increase the hiring, training and support of Black teachers and other teachers of color
- “fund counselors, not cops;” and

WHEREAS, There has been some success in ECRCHS with—

- revising disciplinary policies and practices to lower the amount of suspensions and expulsions of Black students
- increased counselors, a social worker, and the addition of a Psychiatric Social Worker
- increased hiring of Black and Brown teachers
- professional development of staff with the Howard Group and Sonja Alexander; and

WHEREAS, there has been one previous professional development opportunity regarding the Black Lives Matter Week of Action curriculum in January of 2020;

WHEREAS, The centerpiece of the Year of Purpose is asking educators to reflect on their own work in relationship to antiracist pedagogy and abolitionist practice, persistently challenging themselves to center Black lives in their classrooms; and

WHEREAS, The learning environments we aspire to create reflect a deep understanding of the experiences of Black children, families, and communities, as well as our own ongoing work of critical self-reflection and personal transformation.

WHEREAS, A key issue needed to be addressed is the implementation of intentional, ongoing reflection questions and integration of curriculum that allows students to see themselves; be it

RESOLVED, that ECRA acknowledges and participates in the Week of Action and Year of Purpose in coordination with the national Black Lives Matter at School movement; and be it

FURTHER RESOLVED, that ECRA will reach out to other movements of people of color fighting racism, to support the week of action and year-long campaign; and be it

FURTHER RESOLVED, that each month of the school year be focused with educational anti-racist, social justice activities celebrating the activists and martyrs (George Floyd, Breonna Taylor, Dontre Hamilton, Joel Acevedo, Earnest Lacy, and many more) of the fight for racial justice; and be it

FURTHER RESOLVED, that ECRA aggressively expand the professional development of staff and the training of students in transformational and restorative justice practices; and be it

FURTHER RESOLVED, that discussions and trainings targeting racism throughout the year to include--

- creating safe spaces, community and parent involvement, and involvement of student leaders of all types;
- discussions of biases, racial microaggressions macroaggressions, racial battle fatigue, fears, cultural and linguistic ignorance, and stereotypes of Black, Brown, Indigenous, and other youth of color;
- discussions that lead to the professional development of school staffs in methods of de-escalation, mindfulness, creating a culture of trust, and how to weave cultural relevance, ethnic studies and anti-racism into all curricular areas and grade levels in developmentally appropriate ways;
- bringing community into our school and strengthening ECRA as a center of support for communities; and be it

FURTHER RESOLVED, That student voice be included in professional development sessions when feasible; and be it

FURTHER RESOLVED, that ECRA practice and educate about the concept of “Intersectionality” which identifies an intersectional approach that acknowledges systemic discrimination due to race, economic status, immigration status, gender and gender identity, sexual orientation and identity, national origin, and ability, and that this systemic discrimination impacts access to opportunity.; and be it

FURTHER RESOLVED, that the Equity Advisory Committee and the Professional Development Advisory Committee (PDAC) assist in planning and implementation of the national Black Lives Matter at School program; and be it

FURTHER RESOLVED, that the Equity Advisory Committee and PDAC engage in conversations around the Ethnic Studies framework in order to educate the ECRA community; and be it

FURTHER RESOLVED, that the advisory committee emphasize participation of students in planning; and be it

FURTHER RESOLVED, that the Administration report monthly on this work to the Board.