WE’RE WHITE, WE’RE INTERESTED. HOW DO WE GET STARTED?
Who are we?

Jeff Broome, THS Principal
Lisa Perreira, THS Assistant Principal
Marty Reid, THS Assistant Principal
Jordan Stray, Counselor
Todd Caffey, Counselor
Session Goals

- A little about who we are
- Strategies for early success
- Keeping the mission in mind
  - Student Lens
  - Staff Lens
  - Leadership Lens
  - Systems Lens
- Take-Aways and considerations
A little about Tumwater High School

We have an experienced staff who regularly stay at the school for several decades.

Our Latino student population has doubled in the last 5 years.

We have many traditions and good community support.

We have one teaching staff member that identifies as a person of color.

We have tried to create a culture of trust and risk taking over the last few years.

We see ourselves as the voice for the students that are not in our schools.
Three questions that ground our work as a school

Who are we?

What does the data suggest?

How will I grow?
WHAT IS CULTURAL COMPETENCE?

CULTURAL COMPETENCE

ATTITUDES

DEVELOPING CULTURAL COMPETENCE

KNOWLEDGE

SKILLS

Graphic used with permission from Dr. Caprice Hollins and Cultures Connecting.
Hearing from our Students

- Creating a welcoming environment from the start
- Student driven clubs and activities
- Attending and promoting local conferences
  - Young, Gifted and Black (University of Washington)
  - College Bound Scholars
- Conversations with students
  - Donuts and Diversity
  - Race, Ethnicity and Pizza
- Community
  - How are you intentionally creating a safe community where kids can share their experiences?
During a staff meeting.....
Staff Lens

Started by examining implicit bias
  ◦ Blindspot book study

Led to discussions of white privilege
  ◦ Looking at school for counter narratives

Sharing our personal stories
  ◦ Caprice Hollins
  ◦ Where I’m from Poems

Equity team
  ◦ Focus for next year

Privilege Pie Activity
BLINDSPOT
HIDDEN BIASES OF GOOD PEOPLE

whistling vivaldi
how stereotypes affect us and what we can do

MAHZARIN R. BANAJI
ANTHONY G. GREENWALD

CLAUDE M. STEELE
Pyramid of White Supremacy

Genocide
Mass Murder
Unjust Police Shootings
Lynching
Hate Crimes
Police Brutality

Violence
Neo-Nazis
KKK
The N-Word
Confederate Flags
Burning Crosses

Discrimination
Mass Incarceration
Swastikas
Racial Profiling
School-to-prison Pipeline
Hiring Discrimination
Stop and Frisk
Fearing People of Color
Redlining
Racial Slurs
Anti-Immigration Policies
Funding Schools Locally
Predatory Lending

Veiled Racism
Paternality
Victim Blaming
English-only Initiatives
Bootstrap Theory
Racist Mascots
Euro-Centric Curriculum
Tokenism
Cultural Appropriation
Colorblindness

Minimization
“White Savior Complex”
“Post-Racial Society”
“Denial of White Privilege”
“We all belong to the human race”
“It doesn’t matter who you vote for”
“False Equivocation”
“It’s just a joke!”
“Get over slavery”
“Why can’t we all just get along?”
“Not all white people…”

Indifference
“Not Challenging Racist Jokes”
“Two Sides to Every Story”
“Prioritizing Intentions over Impact”
“Politics doesn’t affect me”
“Not Challenging Racist Jokes”
“Remaining Apolitical”

Adapted from Ellen Tuzollo and Safehouse Progressive Alliance for Nonviolence’s diagram
Three questions that ground our work as a school

Who are we?

What does the data suggest?

How will I grow?
Leadership Lens

- Make it the center of what you do
- *Be ready to disrupt but also repair*
- Start with the willing
- Be explicit in your beliefs as a leader
- Challenge belief systems
- SIP planning
- Integration into PD/ Scheduling/registration/communication with parents
Are staff noticing the difference?
Systems Lens

Registration

• Open Enrollment
• Very Little Application/Screening-- 11th grade AP-- 39% new to AP English  12th grade AP English- 29% New to AP
• Use of disproportionality data to drive counseling, scheduling and registration
• Conversations about AP/Accelerated
• Counselors/Admin - 1 on 1 conversations with students (gender, race, disability)
Discipline and Attendance

▪ Monitoring discipline data (disproportionality) -- you have to take the time to look and consider

▪ Monitoring attendance data (disproportionality)
  Poverty is the biggest factor

▪ Discussions - what are your barriers? Takes time - staff frustration

▪ Focused on restorative justice practices.
### Restorative Justice Practices

<table>
<thead>
<tr>
<th>Traditional Justice</th>
<th>Restorative Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>School and rules</em> violated</td>
<td><em>People and relationships</em> violated</td>
</tr>
<tr>
<td>Justice focuses on <em>establishing guilt</em></td>
<td>Justice identifies <em>needs and obligations</em></td>
</tr>
<tr>
<td>Accountability = punishment</td>
<td>Accountability = understanding impact, repairing harm</td>
</tr>
<tr>
<td>Justice directed at offender, victim ignored</td>
<td>Offender, victim and school all have direct roles in justice process</td>
</tr>
<tr>
<td>Rules and intent outweigh whether outcome is positive/negative</td>
<td>Offender is responsible for harmful behavior, repairing harm and working toward positive outcome</td>
</tr>
<tr>
<td>No opportunity for remorse or amends</td>
<td>Opportunity given for amends and expression of remorse</td>
</tr>
</tbody>
</table>
Student Support Team

- 9th Grade FAST team--using a tiered system to focus on kids that need support
- Needed to improve efficiency
- Meaningful for all involved
- Case Management -- focused on students in poverty, case managers working on attendance.
Wrapping it all up

Focus on the heart and the mind
◦ What does your data say?
◦ How can you impact their beliefs?

Create a movement within your district? If not you, then who?

How will you create a sense of urgency?

How will you respond to the question, “This is new, what are you going to take off my plate?”
Resources

https://www.youtube.com/watch?v=awGctTODPBk  Starting line Privilege video

https://www.youtube.com/watch?v=QRZPw-9sJtQ&t=2s  Doll test video

Dr. Caprice Hollins, Cultures Connecting
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