



# Tumwater High School

WE'RE WHITE,  
WE'RE INTERESTED.  
HOW DO WE GET  
STARTED?

# Who are we?

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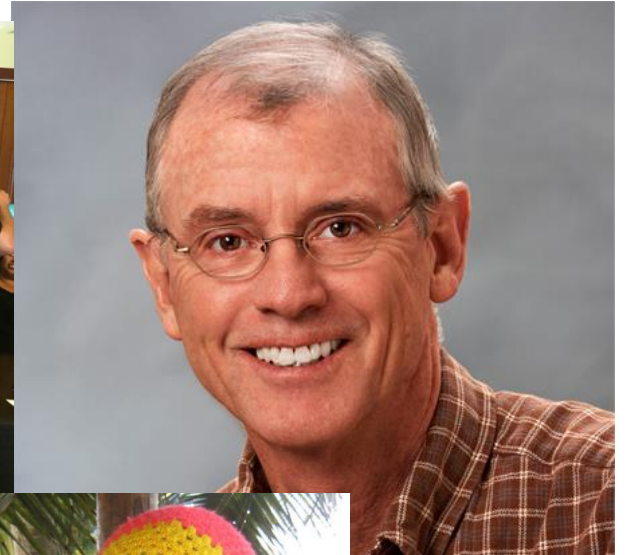
Jeff Broome, THS Principal

Lisa Perreira, THS Assistant  
Principal

Marty Reid, THS Assistant  
Principal

Jordan Stray, Counselor

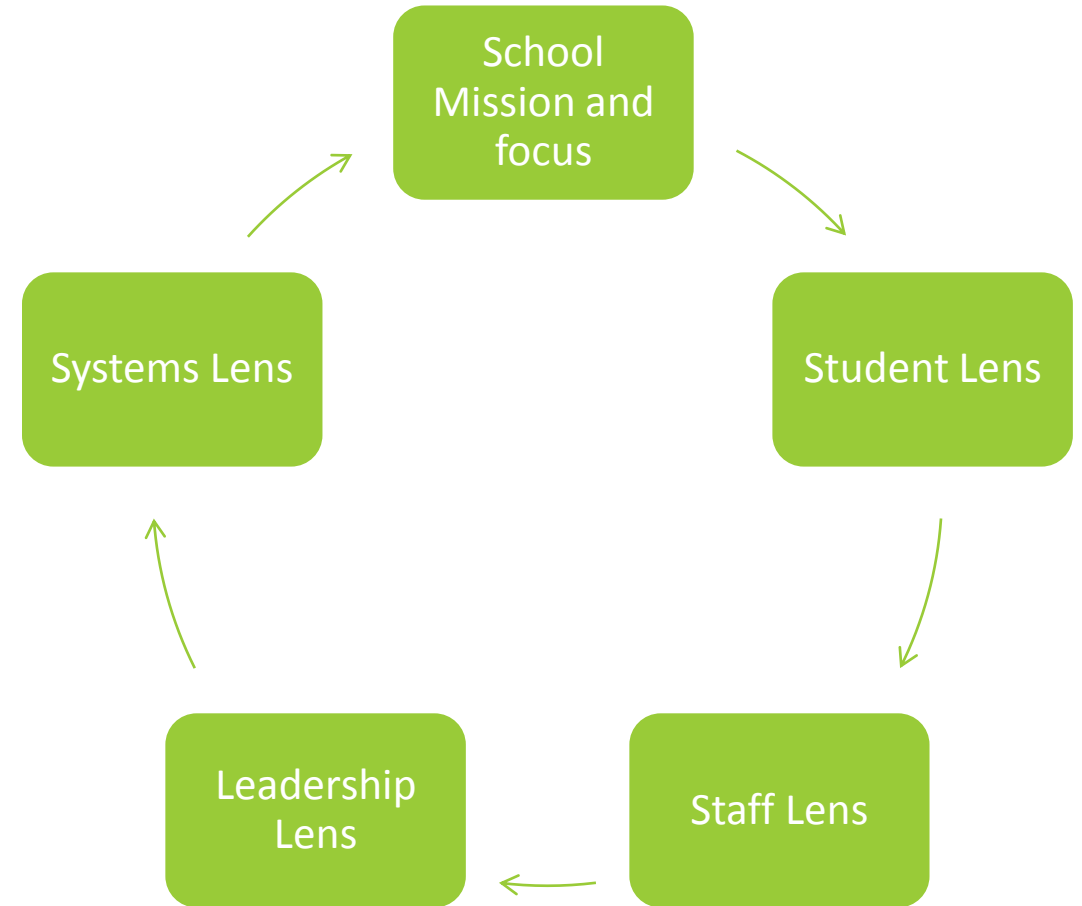
Todd Caffey, Counselor



# Session Goals

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- 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

## Tumwater High School

Tumwater School District  
700 Israel Road  
Tumwater, 98501

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

### Enrollment

October Student Count 1,245

### Gender

Male 52.7%

Female 47.3%

### Race/Ethnicity

American Indian or Alaskan Native 0.7%

Asian 2.2%

Native Hawaiian / Other Pacific Islander 0.6%

Black 1.7%

Hispanic 11.9%

White 74.9%

Two or More Races 7.9%

### Special Programs

Low Income 24.7%

Special Education 10.4%

Limited English 1.4%

Migrant 0.0%

### Other Information

Unexcused Absence Rate

Adjusted 4-year Cohort Graduation Rate 92.9%

Adjusted 5-year Cohort Graduation Rate 89.1%

# Three questions that ground our work as a school

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Who are we?

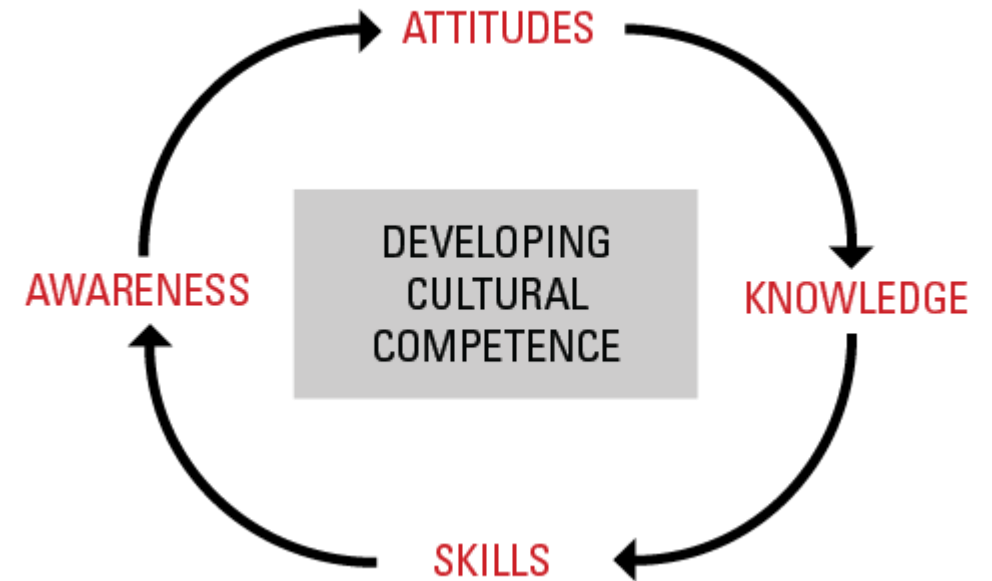
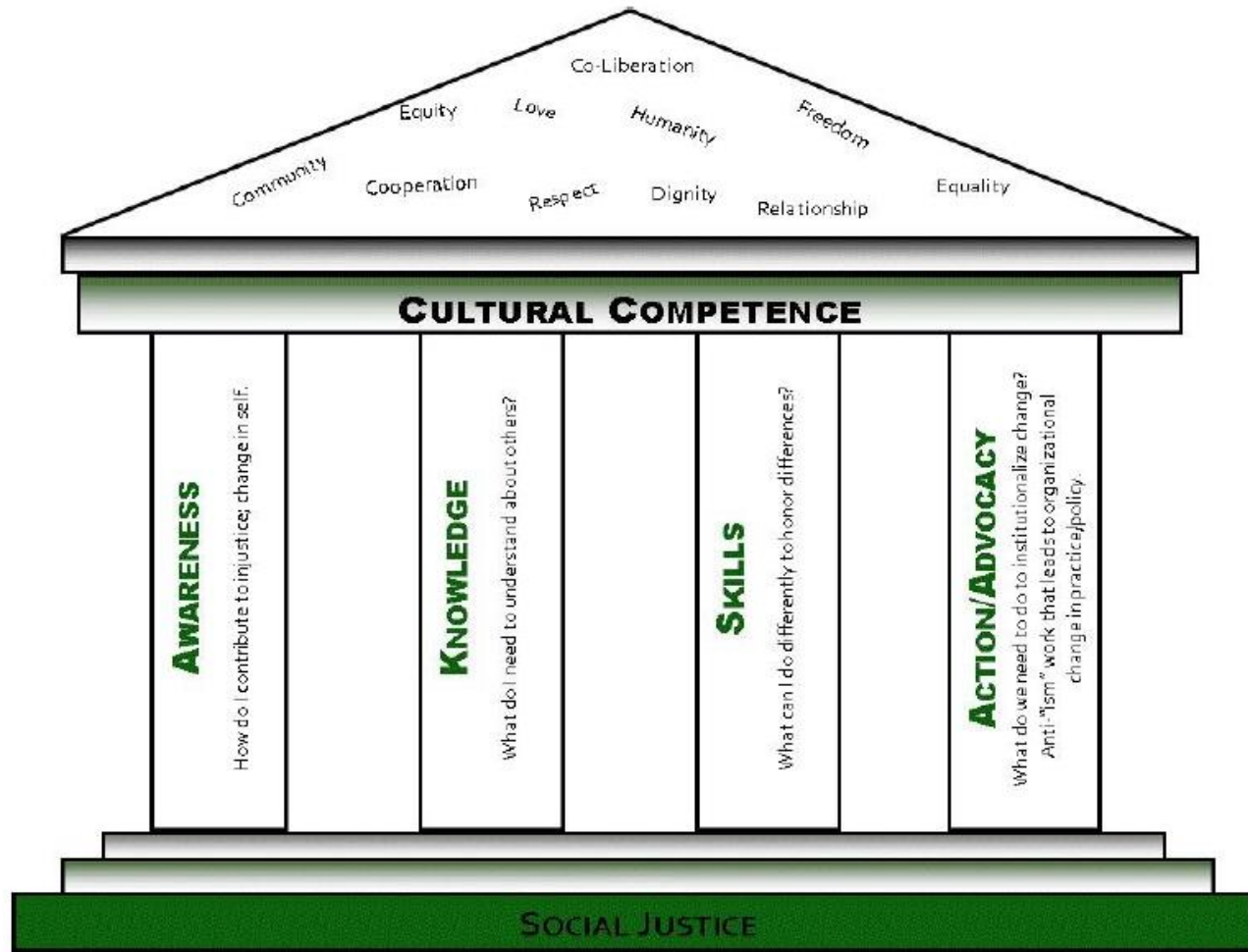


What does the data suggest?



How will I grow?

# WHAT IS CULTURAL COMPETENCE?



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

# Hearing from our Students

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- 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.....

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# Staff Lens

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Started by examining implicit bias

- Blindspot book study

Led to discussions of white privilege

- Looking at school for counter narratives

Sharing our personal stories

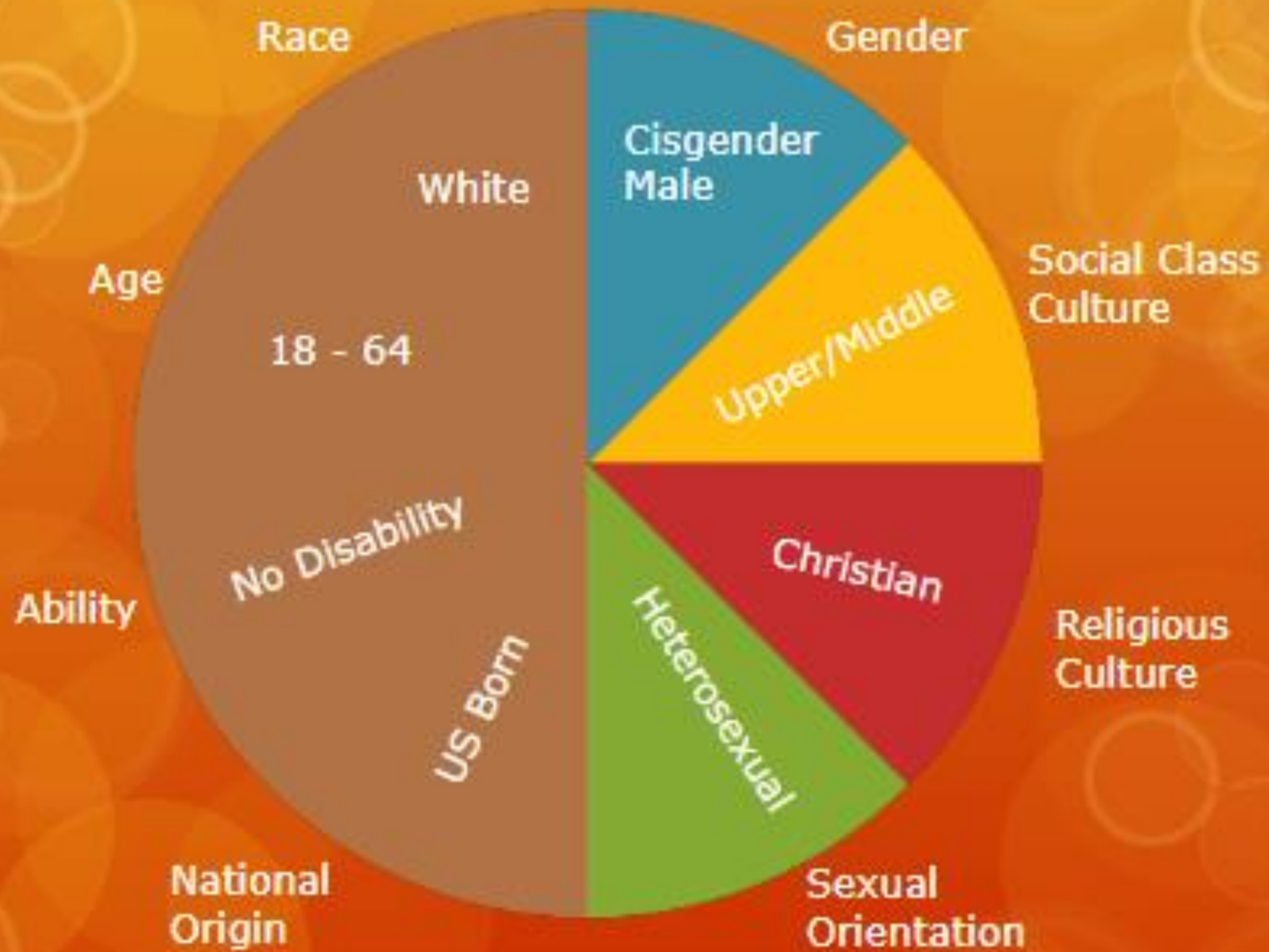
- Caprice Hollins
- Where I'm from Poems

Equity team

- Focus for next year

Privilege Pie Activity

# Privilege Pie





# BLIND SPOT

HIDDEN BIASES  
*of*  
GOOD PEOPLE

MAHZARIN R. BANAJI  
ANTHONY G. GREENWALD



**whistling vivaldi**

how stereotypes affect us  
and what we can do

CLAUDE M. STEELE

# Pyramid of White Supremacy

## Genocide

Mass Murder

## Violence

Unjust Police Shootings

Lynching Hate Crimes

## Calls for Violence

Police Brutality

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

Victim Blaming Racist Jokes

Paternalism

English-only Initiatives Euro-Centric Curriculum

Racist Mascots

Tokenism Bootstrap Theory

Tone Policing

Claiming Reverse Racism Cultural Appropriation

## Minimization

"We all belong to the human race" Colorblindness

White Savior Complex Denial of White Privilege

"Post-Racial Society" "Why can't we all just get along?"

"It doesn't matter who you vote for" White Ally Speaking over POC

"It's just a joke!" "Get over slavery" "Not all white people..." False Equivocation

"But my Black friend said..." Not Believing Experiences of POC

## Indifference

Two Sides to Every Story Prioritizing Intentions over Impact

"Politics doesn't affect me" Not Challenging Racist Jokes

Avoiding Confrontation with Racist Family Members Remaining Apolitical

In a pyramid, every brick depends on the ones below it for support. If the bricks at the bottom are removed, the whole structure comes tumbling down.

Adapted from Ellen Tuzzolo and Safehouse Progressive Alliance for Nonviolence's diagram

# Three questions that ground our work as a school

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Who are we?



What does the data suggest?



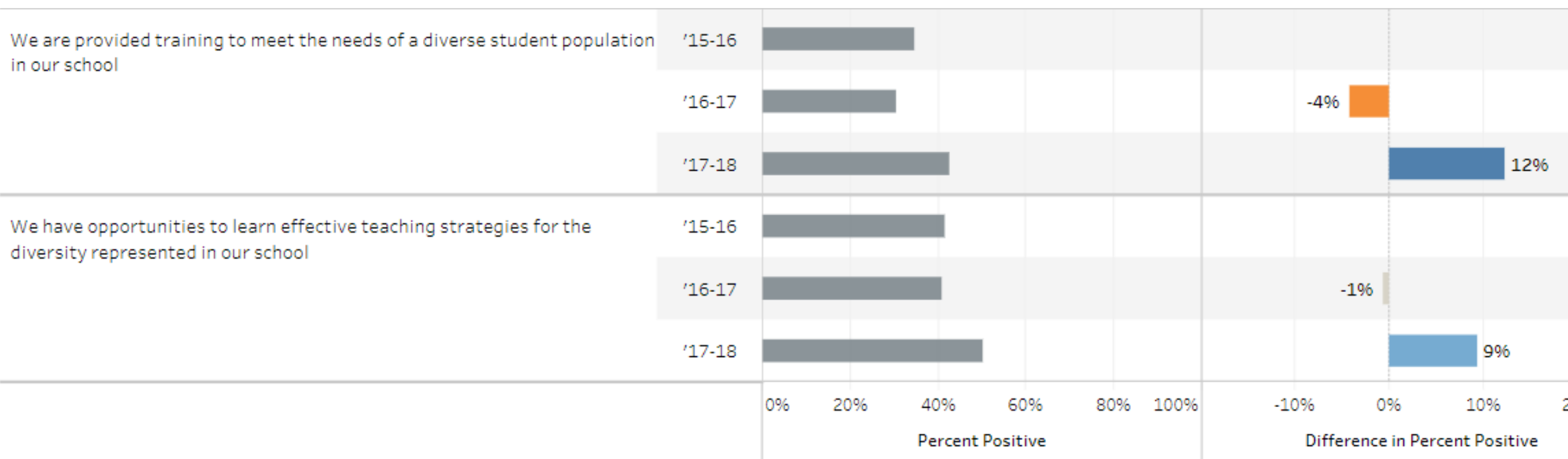
How will I grow?

# Leadership Lens

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- 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

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- 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

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- 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

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



# Student Support Team

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- 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

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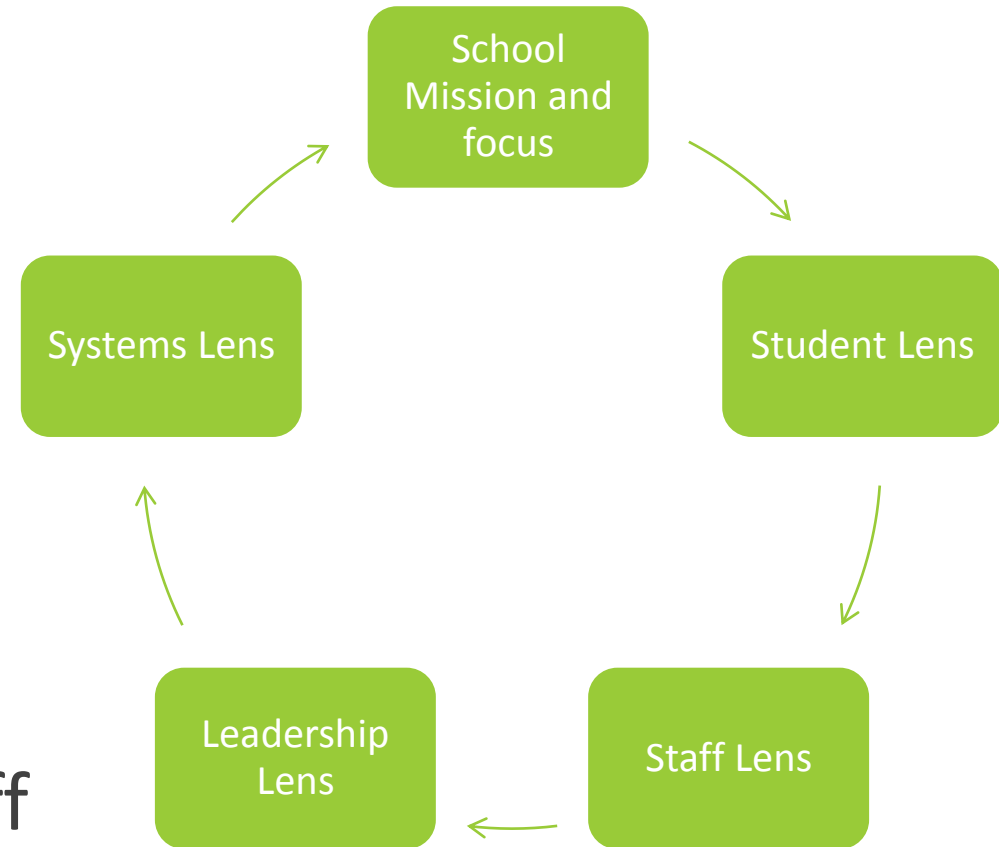
Focus on the heart and the mind

- What does your data say?
- How can you impact their beliefs?

Create a movement with in 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

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

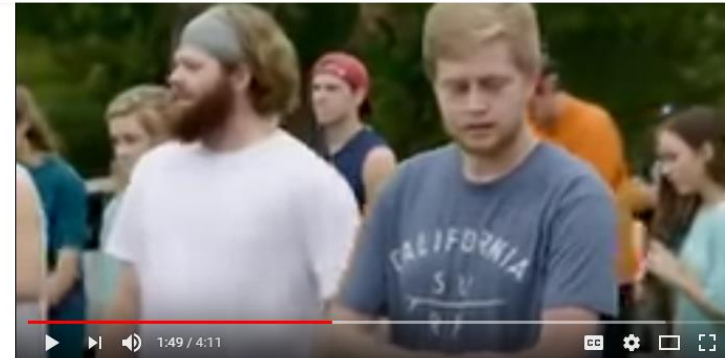
<https://www.youtube.com/watch?v=QRZPw-9sJtQ&t=2s> Doll test video

Dr. Caprice Hollins, Cultures Connecting

<http://www.culturesconnecting.com/>



Doll test - The effects of racism on children (ENG)



( FULL VIDEO ) If someone doesn't understand privilege show them this

197,049 views

2.8K 921 SHARE ...