

SAN DIEGO UNIFIED SCHOOL DISTRICT
ADMINISTRATIVE PROCEDURES

NO. 4105

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CLASSIFICATION INSTRUCTION, BASIC PROGRAMS

EFFECTIVE 8-2-76

SUBJECT . . . | RACE/HUMAN RELATIONS PROGRAM

REVISED 12-27-85

A. PURPOSE AND SCOPE:

1. To outline the district's race/human relations program, procedures for making appropriate changes, and responsibilities for leadership.

Added
12-27-85

2. Related procedures:

Multicultural education program No. 4106

Race/human relations mediation team No. 4107

B. LEGAL AND POLICY BASIS:

1. Reference: Board policy; Board minutes, 6-12-77; Education Code Sections 44560-64.

2. Requirements and Constraints--Race/Human Relations Program Mandate

a. On June 12, 1977, the Board of Education of the San Diego Unified School District adopted the Citizens Advisory Commission on Racial Integration's recommendation that human relations be mandated for all persons--students and staff including management & classified and contract personnel during school year 1977-78. It was the commission's intent that a quality program be developed for, and experienced by all of these persons, leading to an integrated educational experience for all students in San Diego Unified School District.

b. On August 8, 1977, Judge Louis M. Welsh ordered that San Diego Unified School District proceed to implement "a vigorous Racial Relations Program involving teachers, staff, parents, and students of all races in all parts of the District, designed to prepare such persons for harmonious desegregation."

Added
12-27-85

c. On August 12, 1982, Judge Franklin B. Orfield ordered the district to develop "a complete race/human relations course of classroom instruction" for all students and staff uniform developmental objective-oriented program was implemented.

Revised
12-27-85

C. GENERAL:

1. Originating Office. Suggestions or questions concerning this procedure should be directed to Community Relations and Integration Services Division.

2. Definitions

a. Race/human relations program: A program for all students and staff which includes:

- (1) Student program (social studies curricula-based);
- (2) Staff development and training; and
- (3) Support services.

C. 2. a. (continued)

The program is conducted at every school, site, and central office in the district; each school/site program includes components (1) and (2) above. The program is designed to assure that students enrolled in voluntary integrated programs will encounter positive experiences and attitudes of acceptance in relationships with other ethnic and racial groups, and to prepare all students to exist in an ethnically and culturally diverse world.

b. Race/human relations facilitators team: A team of district personnel trained to assist school sites and central offices in designing and implementing individual site race/human relations programs.

c. Race/human relations site committee: A committee which, in an advisory capacity, supports a continuing human relations program at a school site.

d. Race/human/relations site liaison: A site certificated staff member designated to provide **leadership in** site race/human relations responsibilities.

e. Implementation stages:

(1) Awareness: Stage when a facilitator team works directly with a site to provide training which will give staff the necessary background to implement an objective..

(2) Acceptance: Stage when the site committee, working with a facilitator, designs plans to implement the objective.

(3) Action Plan: Stage when the staff, with assistance of a **facilitator**, implements the objective in an ongoing process.

3. Staff Development Program. A multi-year race/human relations staff development program, **designed** as a training program for all sites, incorporates 47 program objectives to be completed in six years. The three major content areas (strands) are (a) personal, (b) classroom, and (c) institutional. Program **objectives**, arranged in packets according to the year of implementation, are achieved through an established sequence (see C.2.e.):

a. Awareness stage: Facilitators present awareness level outcomes for each objective.

b. Acceptance stage: Following inservice in the awareness stage, the site committee, the facilitator, and the site administrator discuss site application of objectives.

c. Action plan stage: Site committee formulates action plans for site-selected **objectives**. (Sites are responsible for implementation of the previous year's action plan.)

- c . 4. Student Program. State Department of Education objectives for the multi-cultural component are the basis for the district's student race/human relations program. Race/human relations was adopted by the Basic Education Department as the social studies fifth strand. By September of 1986, race/human relations outcomes and objectives will be infused in all K-12 social studies curriculum.
5. Evaluation. Evaluation of the implementation and operation of school site plans incorporates:
- a. Long-range evaluation (including student program)
 - b. Evaluation of individual inservices by facilitators
 - c. Evaluation of action plans
6. Community Relations and Integration Services Division Responsibilities. Division staff works cooperatively with community, teachers, principals, resource personnel, and all operating divisions in the process of goal setting and needs assessment, program development, implementation, and evaluation. Specific functions and responsibilities are:
- a. Assistant Superintendent: Directs, supervises, evaluates, and monitors program staff; assigns staff duties and related program responsibilities; approves all matters related to program, personnel, and budget.
 - b. Program director: Provides program direction, as assigned, (including curriculum development, fiscal planning, budget, staffing, hiring, implementation of staff development and student program, monitoring of objectives and evaluations); provides liaison with other division and/or program administrators; directs development of appropriate program materials; assists in development of policies and procedures to promote equal opportunities for students and staff; assists in investigating discrimination claims by students, staff, and the public.
 - c. Program resource teacher: Provides support, research, and materials for facilitator team; publishes integration newspaper; assists other departments within the division.
 - d. Facilitators team (C.2.b.): Supports leadership, services, and coordination of the race/human relations program as follows:
 - (1) Student Program
 - (a) Instructs students using multicultural content and activities, as well as race/human relations lessons which are infused into social studies curriculum.
 - (b) As requested by teacher or administrator, provides direct services to students in the classroom by teaching designated race/human relations lessons or programs (e.g. peer counseling class).

C. 6. d. (2) Staff Development and Training

- (a) Informs and advises staff during implementation of the student program.
- (b) Provides inservice and support to the teaching staff during implementation of the student program.
- (c) Provides for classroom demonstration lessons and development of classroom teaching aids; locates supplemental materials and additional training opportunities.
- (d) Presents new/appropriate instructional methods for effective teaching and impact on student learning.
- (e) Plans, coordinates, and presents program-required race/human relations workshops.
- (f) Assists administrators in implementation of race/human relations objectives.

(3) Support Services

- (a) Provides workshops regarding integration programs and other requested topics (for parents, community groups, etc.).
- (b) Acts as mediator in conflict situations, as requested by site administrator or area assistant superintendent.
- (c) Serves on districtwide committees and as a member of Community Relations and Integration Services Division monitoring team, as requested.
- (d) Acts as liaison with various community-based organizations to maintain two-way communication and upgrade support regarding general integration concerns and specific race/human relations issues.
- (e) Provides interdivisional coordination by implementing district policies involving integration and the fair and equitable treatment of students, and by providing an on-going resource service in curriculum writing and review of textbooks.

7. Program Participant Responsibilities. Students, teachers, management employees, classified personnel, and community persons attend inservice workshops conducted by the district race/human relations team. Participants will become involved in planning, development, implementation, and evaluation of the race/human relations objectives for each site or department. Programs are designed and conducted within objective guidelines established by the Hoard of Education and further developed under supervision of Community Relations and Integration Services Division.

c. 8. Site Responsibilities

- a. Principals and **childrens'** center supervisors: Site administrators ensure that a meaningful and effective race/human relations program for staff/students is provided by requesting race/human relations team services and by participating with staff and students. After completion of the awareness-level inservices, school principals ensure development and implementation of site action plans.
- b. Designated site liaison (C.2.d.):
- (1) Serves as contact between the site and the facilitators team.
 - (2) Chairs the site committee (C.2.c.); presents race/human relations objectives and action plans to site staff.
 - (3) Writes and oversees implementation of action plans which address monitoring report recommendations; coordinates OCILE (elementary) preactivities.
 - (4) Assesses staff inservice or instructional needs.
 - (5) Determines student program needs; assesses teachers' needs for implementation of the student program.
- c. Site committee (C.2.c.): Assisted by the facilitators team, members work toward fulfillment of designated objectives.
- d. Central office staff/classroom teachers/classified staff: Implement the school program by utilizing approved practices designed to meet district multi-year objectives.

D. IMPLEMENTATION: See Section C.

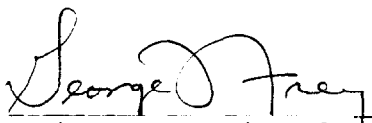
Revised 12-27-85 E. FORMS AND AUXILIARY REFERENCES:

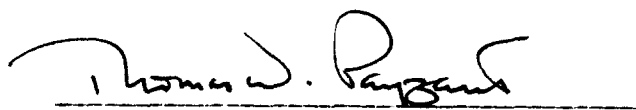
1. Race/Human Relations Multi-Year District Program, available from Community Relations and Integration Services Division.

Revised 12-27-85 F. REPORTS AND RECORDS:

1. Site action plans, maintained at each site.

G. APPROVED BY:


Assistant Superintendent
Community Relations and
Integration Services


Superintendent.