

THE STUDENT AND STAFF PROGRAMS IN RACE/HUMAN RELATIONS: THE  
CHALLENGE AND IMPACT OF CHANGE

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SUMMARY

A major school district was ordered to implement a Race/Human Relations Program for all of its students and employees. The intent of the program was to provide a developmental and sequential program with measurable behavioral outcomes. A major outcome of the program was to foster harmonious desegregation, maintain educational excellence, and afford equal access to all programs at each school for each student based upon interests, skills, and abilities.

The program was developed in four identifiable generations. The first occurred prior to a Court Order to integrate the district. The remaining three occurred after the Court Order was in place.

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## INTRODUCTION

The San Diego Unified School District initiated a voluntary program of racial integration in 1977. It is a credit to the Board of Education, the administration, staff, students, and community that the court accepted a voluntary plan based on education excellence to meet the universal challenge of integration.

More than 44,000 students participate in voluntary integration programs, including 42 magnet schools, 6 career centers, the Voluntary Ethnic Enrollment Program (VEEP), Off-campus Integrated Learning Experiences for all district fourth, fifth, and sixth grade students at Old Town Historical Park, Balboa Park and Camp Palomar, respectively. In addition, all students and staff members participate in a Race/Human Relations Program as part of the San Diego Plan for Racial Integration.

Participation in the Race/Human Relations Program is the only mandatory part of the integration program. To quote Judge Welsh from a 1977 speech:

"Courts cannot touch the hearts of the teachers, the parents and the students. Yet, this is exactly what must be done if we shall prevent desegregation from becoming a fruitless attempt to bring social change at the expense of education. People, not systems, work. ...It is clear to me that if voluntary programs are going to work, it will be the result of harmonious race relations. An effective human relations program cannot be measured, but it can be felt."

To understand the impact of designing, implementing and evaluating a Race/Human Relations Program to meet the Judge's order, and the needs of the community and school populations; a profile of San Diego follows.

## SAN DIEGO: A PROFILE

San Diego County, located in the southwest corner of the United States, is bordered on the south by Mexico and on the west by the Pacific Ocean. Riverside and Orange counties are to the north and the Anza Borrego Desert State Park forms the eastern border. The county covers 4,268 square miles and is now the fourth largest metropolitan area in the eleven western states. The city of San Diego is the second largest city in California and among the ten largest in the nation.

The city is built on a series of mesas, separated by canyons and low-rolling costal hillsides which divide the city into 30 easily identifiable communities. The population, as of 1980 was 875,504 (men 52%; women 48%) and the average age was 28 years. The county labor force roughly reflects 21% Government,

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was 28 years. The county labor force roughly reflects 21% Government, 22% Trade, 23% Services, 16% Manufacturing, and 6% or less in Finance, Real Estate, Contract Construction, Transportation, and Agriculture. San Diego is also a major military base. It is the headquarters of the Eleventh Naval District.

The San Diego Unified School District boundaries are nearly the same as the boundaries of the city of San Diego. The district serves approximately 111,286 youngsters, from Kindergarten through Grade 12, who reside in 30 communities in an area of 197 square miles in the city of San Diego. The ethnic census data for the school district as of November 1983 reflected the following student population: 19.6% Hispanic; 49.1% White, 15.9% Black, 15.2% Asian, and 0.3% Alaskan/Indian.

Total full-time staff numbers approximately 11,107. Included are 5,226 classroom teachers, 2,428 support personnel (counselors, librarians, nurses, resource teachers, etc.), 401 classified and certificated administrators, and 3,052 classified personnel. The average teacher has more than 15 years of experience, and 60% have advanced degrees. The May 1983, District Affirmative Action Employment Program, Report of Progress, 1982-83, reflected the following ethnic data:

<u>Total Staff:</u> 24.9% minority	18.5% minority certificated employees
	32.7% minority classified employees
	26.1% minority management employees
	39.9% certificated women management employees
	15.4% classified women management employees

<u>Contract Teachers:</u> 18.5%	6.3% Hispanic
minority certificated staff	81.5% White
	8.1% Black
	2.5% Asian/Pacific Islander
	1.5% American Indian/Alaskan Native

The Race/Human Relations Program affects all of the district's students and all of its staff members.

PROGRAM DEVELOPMENT

Our public schools have the unique and awesome responsibility of setting the direction of society through the thorough and effective education of the children of that society. To effectively administer that charge, the schools

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must be given to insure that along with adequate preparation in academic subjects, the child is prepared to live in a society of racial and ethnic richness, of economic and cultural diversity, and of fluctuating and divergent moral and religious values.

Just as the academic education of the child progresses in a graduated manner with one skill building on another, the social education of the child must reflect that same sequential pattern that begins with basic human relations skills and later expands those skills as the maturity of the student allows. The student leaves his/her school experience with the skills needed to prosper in a diverse society.

Generation I: 1965-1977, A Historical Perspective

Prior to court involvement, the San Diego Unified School District provided options for students to voluntarily attend schools outside of their geographical areas beginning in the mid-1960s. The voluntary transfer, as it was called, required only that the participating students improve the ethnic balance of schools they selected to attend. As more students elected to participate in the process, additional stresses and conflicts arose among not only students, but to a lesser degree, staff members. As the number of participating students continued to grow, busses were added to the process, resulting in additional concerns related to student/student and student/staff interactions. The collective results of the cumulative dynamics of change resulted in the development of a district Human Relations Program.

In 1972, the Board of Education of the San Diego Unified School District mandated that human relations programs be implemented at every school site. As the term "human relations" was not defined, the interpretation was left to the individual site personnel. Since each school had different needs and populations, the implementation became the responsibility of the school administrator and staff. The original directive was extremely flexible with just one requirement: that in the spring all schools were expected to submit a report outlining their human relations programs.

In July of the same year, the Board voted to create a district Human Relations Team, which became an adjunct of the Urban Affairs Office. The team consisted of five certificated teachers representing elementary and secondary schools, with strong teaching backgrounds and experiences in human relations activities. Age, sex, and ethnic background were additional criteria.

During this time the focus of the Human Relations Program was: 1) to build positive personal self-esteem, and 2) to use those dynamics of positive self-esteem to create a better learning environment for all students. Consultants from University Associates, Inc. of La Jolla, California, trained the district

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staff of five facilitators to initiate the Human Relations Program. Three to five members of a school staff were released to receive a two week intensive inservice in the areas of Self-esteem, Communication Skills, Problem-solving, and Conflict Resolution. After the training sessions, members of the school site team were to return and design and implement human relations programs with onsite staffs. It was expected that the positive practices acquired as a result of the human relations training would be implemented at school sites. Priorities for human relations training the first year were given to secondary schools involved in the district's ethnic transfer program. In the final analysis, however, scheduling workshops was the prerogative of the site administrator.

Workshops usually began after the conclusion of the teaching day, which allowed teachers, administrators, students, parents, and other interested persons to attend. Workshop models consisted of seven two-hour meetings conducted over a period of several weeks. During the 1972-73 school year, 53 elementary and secondary schools, and six support divisions and departments participated in the training. Training sessions were held at either the school site or a location decided upon by division personnel. Smaller elementary schools were clustered in groups for training purposes. Released time for district personnel was seldom provided, so most workshops at this time were held during the late afternoons or evenings.

Because the Human Relations Team was able to move into larger quarters, a new workshop model evolved by the beginning of the second year. Representatives from three or four schools were invited to participate in each workshop. In an effort to have each school represented at every level, participants usually included one administrator, one or two teachers, two students, and two parents. Workshop sessions lasted six to seven hours each day, with a large part of the third day devoted to individual school site planning. At the completion of each workshop, participants returned to their work locations with the understanding that the district team would continue to offer support to the site human relations programs.

During the third year of the program, facilitator services became diversified. They were joined by two master of arts candidates from a local university who assisted in: 1) conducting Summer Interaction Laboratories, 2) providing inservice workshops during the school year, 3) providing direct assistance to classroom teachers, and 4) serving as general consultants to school personnel. School site team leaders were also an important part of the district's program.

This process of participating in human relations training was somewhat effective. Net results were: 1) school staffs most in need rarely, if ever, volunteered to send teams for the training, 2) no formal evaluation process was established to assess outcomes, and 3) the program's major focus was on the per-

sonal acquisition of skills as opposed to preparation for teaching the skills. Overall, the voluntary training program provided a significant beginning for the Race/Human Relations Program which was to follow.

#### Generation II: 1977-1982

##### Post-Court Involvement

Realizing the importance of positive interactions among staff and students, students and students, and the community and school, in general, in 1977, Judge Louis Welsh, of the San Diego County Superior Court, as a part of the San Diego Plan for Racial Integration, mandated a districtwide Race Relations Program for the more than 110,000 K-12 students and over 10,000 employees. The mandate became not only a challenge, but also an opportunity to create an integrated,<sup>1</sup> rather than merely a desegregated,<sup>2</sup> school system. Survey data from the U.S. Department of Education indicate that segregation of students is most pronounced in the largest school districts with populations of 100,000 or more. San Diego Unified School District, the eighth largest in the United States, was no exception. In 1977, 23 of the 165 schools in the district were declared racially imbalanced with ethnic minorities. (In the San Diego Unified School District ethnic minorities are identified as Asians, Blacks, and Hispanics.) When the desegregation effort began in 1977, the district was roughly 60% majority, 40% minority. Today, in 1984, the percentages reveal a 48% majority and 52% minority, with a student population in excess of 111,000 students. The dynamics of a changing student population, a mandated Court Order to voluntarily integrate the district's K-12 schools, and a staff whose diversity of job assignments, skills, and commitment to race/human relations concepts provided a creative challenge, if not a near impossible task.

At the onset, the Race/Human Relations Program was designed to be more than a paper and pencil plan. It was intended that a meaningful program would be designed for all district students, administrators, teachers, classified personnel, and support staff, with opportunities for parent and community involvement.

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Integration requires much more. It works to remove barriers which hinder the unification of diverse groups into a harmonious unit. In an integrated school the environment is enriched by an attitude of acceptance. An integrated school, according to the California State Board of Education, is "one where all children perceive themselves and their schoolmates as having equal status, recognition, and power, and the ethnic and racial groups are represented at all economic levels.

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Desegregation relocates people of diverse ethnic and cultural backgrounds to eliminate racial segregation. In a desegregated school, ethnic balance of the

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personnel, and support staff, with opportunities for parent and community involvement. To be effective the program had to exhibit a commitment to effective assessment of needs at all levels of working units, a clear sense of direction and purpose in setting site-specific objectives within a set of guidelines, and a manageable system of appraisal and program evaluation.

During Generation II of Program Development, an initial step was to identify district needs relative to a human relations program; research literature to determine if programs were in existence to meet the identified needs; and outline discrepancies between what existed and what was needed. A program was to then be developed to meet identified needs.

As needs were examined, a series of questions relative to program definition were posed under general headings: 1) program conceptualization, 2) socio-political perspectives, 3) technical design, 4) management plan, 5) contractual and legal arrangements, and 6) moral and ethical considerations.

During this initial program development stage questions related to program conceptualization were asked. How was the program to be defined? What purpose(s) would it serve? Who were the audiences? Who was to implement the program? How would the program be implemented? By what standards would the program be judged?

In addition to the above, other factors were considered from a socio-political perspective: Whose sanction and support was required, and how would it be secured? How would communication be maintained between program developers, district staff and students, and the Court? Would the program be meaningful to persons inside the district? Could a bias-free evaluation be established? What communication channels would be used to establish a protocol? How would the public be kept informed about the intents and results of the program?

Questions concerning the technical design of the program had to be addressed. Who was to do the initial research of the literature? The writing? The editing, etc.? What and for whom were reports necessary during the program design phase? Where were the checkpoints for receiving input and feedback to which audiences? What was to be the form of the final product? Who was going to give final approval on program content? What was the program designed to achieve? In what terms was it to be evaluated? Would the program meet the criteria established?

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population may be achieved, but students' attitudes and socialization patterns are not necessarily changed. There is little opportunity or direction which promotes crosscultural communication and interaction.

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In taking a look at the management plan other questions needed responses. Which management unit was to design the program? The traditional Curriculum Development Unit staff, or the Integration Program Unit staff? What channels were to be used to influence policy formation and administrative decision-making? Were sufficient policies established to govern the development of such a program which was to be designed to impact an entire school district? Would this program aid the district in improving interpersonal relationships between students/students, students/staff, staff/staff, and the school/community, in general? What space, equipment, and materials were available to support a Race/Human Relations Program? How would the program be staffed? Would program staff receive training, and by whom? Who was to evaluate the program and under what conditions? Last, but not least, how much money was to be allocated to develop the program?

Questions concerning contractual and legal arrangements also had to be addressed. Who was to guide the development of the program? Existing staff, out-of-district consultants, or a combination of both? Who was to print the final product(s)? In-district or outside contractors? Who was to do the final editing of documents produced? Who was to receive the published documents (other than students, staff members, Board of Education, and the Superior Court) and at what cost? Who had the final responsibility and authority for establishing program completion?

The questions outlined above, as extensive as they were, in no way were as difficult to find answers to as those that followed. These questions fell under the general category of moral and ethical considerations. Could a Race/Human Relations Program be developed that reflected divergent values? What social good would be served by such a program? Could program developers minimize the impact of personal values, interests, and conflicts? Who was to pass the final judgement on the efforts of program developers? How could objectivity be established in dealing with such a value-laden topic? Could the program meet utility criteria of relevance, scope, importance, credibility, timeliness, and pervasiveness? Finally, compared to the potential payoff, could the effort be cost effective?

To provide answers and reactions to all of the above questions would constitute a volume. Instead, I will proceed in describing the program as it was developed during Generation II.

It was very apparent that more than district staff was to be involved in program development. Survey data, conducted by professional pollsters indicated what parents, students, and staff members would and would not support in a Race/Human Relations Program. District surveys provided information. The Citizens Advisory Committee for Racial Integration (CACRI) Race/Human Relations Subcommittee, as well as a Districtwide Advisory Committee (composed of staff,

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employee union representatives, community groups, Board of Education members, and students), and a Staff Race/Human Relations Advisory Committee (teachers, counselors, administrators, and other support staff personnel), provided direction for the development of the Race/Human Relations Program.

After basic guidelines were established, every elementary, junior and senior high school, district office, division, and children's center was to involve a site committee of staff, parents, community representatives, and students in an effort to develop a needs assessment and a race/human relations plan tailored to the needs of that location. Basic criteria was established for individual site race/human relations programs: 1) a site committee was to be convened to design the program, 2) a needs assessment was to be conducted, and 3) specific program objectives were to be established in accordance with general guidelines furnished by the district's central office.

The School Site Committee

The process for selecting the site committee included provision for differing points of view and representation of all ethnic groups in the school community. Membership included representatives from classified and certificated staff, parents, and community members. Student participation was also valuable, and encouraged, especially at the secondary level.

Needs Assessment

Needs assessments for each year were to be based on evaluation of the previous year's program. In addition, new objectives were to be identified and priorities changed to reflect growth and changing needs. A summary inventory of priority needs identified at individual sites throughout the district reflected the following: 1) communication: interpersonal/interracial/intergroup relations, 2) cultural awareness, 3) self-awareness, 4) climate of acceptance in schools, 5) enrichment of existing programs (curriculum development, etc.), 6) parent and community involvement, 7) staff training, and 8) volunteer training.

Relating Needs to Goals and Components

As needs were identified in priority order at each site they were to reflect the goals of the San Diego Plan for Racial Integration. Program components and subcomponents were furnished to the sites as a part of uniform program formatting.

Criteria of the Race/Human Relations Program

The Race/Human Relations Programs at schools/sites were designed to implement the goals of the San Diego Plan for Racial Integration. The Board of Education directed planners to design programs to assist students, staff, and parents to:

1. Become knowledgeable about and appreciative of their own background, self-worth, and acceptance.
2. Understand and appreciate, and effectively communicate with all people of various cultural, racial, and ethnic backgrounds.
3. Develop talents and capabilities of each individual.
4. Show and demonstrate concern for all individuals every day of the year.
5. Establish and maintain a program at each school/site that will be an integral part of the school atmosphere, emphasizing mutual understanding, common goals, and open communication among students, parents, all school staff, and the community.
6. Identify, train, and provide competent personnel who will act as resource specialists to teachers, school/site personnel, and parents to facilitate developmental preventive programs at school sites, striving to meet the needs of all persons with acute awareness of the individual's needs in development and understanding.

The above criteria formed the basis for the Generation II Race/Human Relations Program Development and was acknowledged by school/site committee members throughout the plan development process.

#### Components

The plan at each site addressed all populations involved in the school, i.e., students, classified and certificated staff, parents, and volunteers. Each school/site plan was required to include three major components:

- a staff development program
- experiences for students
- a program for parent/community involvement

#### Subcomponents

Each site-level plan addressed the following four major subcomponents which comprised the content areas of the Race/Human Relations Program during Generation II of Program Development.

##### 1. Self-awareness

Self-awareness activities seek to build a sense of worth in each individual and to emphasize the positive nature of differences. The teaching

personnel should work closely with the total school staff and with parents to provide positive experiences for students. Children develop a self-image based on their own perceptions and the attitudes of others. A climate of acceptance for individuals in every classroom is essential.

Self-awareness workshops led by facilitators included, but was not limited to, these topics:

- Values education: How do values affect our attitudes toward others?
- Identity, self-concept, self-awareness, self-development: How do self-concepts develop in a multiracial society?

## 2. Cultural/Ethnic Awareness

Understanding and appreciation of other cultures are attained by acquiring information and by personal sharing with people of other races and cultures. Through participation in activities which build awareness and empathy for people of other groups, individuals can build bridges of understanding and friendship. It was anticipated that students would learn to recognize and prize diversity, to respect all cultures, and to develop positive relationships among diverse classmates. A major source of information in this area was taken from the district's Social Studies and Multicultural curriculums. Programs were supplemented with commercial and district-produced materials.

## 3. Intergroup/Interpersonal Relations (Including, but not limited to, communication, communication skill development, awareness of others as individuals)

Communication skills programs were aimed at improving the exchange of information and feelings between individuals and groups. Workshops focused on communication skills and the use of them as a vehicle for learning in other areas. Programs emphasized human development, decision-making, intergroup communications, and parenting skills with emphasis on ethnic and cultural subtleties of child rearing.

## 4. Problem-solving programs used skills developed in other workshops to facilitate decision-making processes in actual or simulated situations. Problem-solving included conflict management, which accepts disagreement as inevitable. The basis of each disagreement was to be identified and discussed if it was to be resolved and an agreement reached. These processes assured each participant the opportunity to contribute thoughts and feelings to group commitments.

### Relating Criteria and Components to Objectives and Activities

Board of Education goals, district-developed components and subcomponents were to relate directly to the objectives stated for each recipient group, i.e., staff, students, parent/community groups. For example, the expected outcome for the students was to relate directly to one of the four major subcomponents. Activities were to reflect the component and subcomponent as described in the site's written plan. Proposed activities were to represent an increased commitment of school/site race/human relations involvement. Optional subcomponents to meet site-specific needs were encouraged.

The individual site-developed race/human relations program was generally deemed ineffective up to this point, as evaluated by several outside evaluation consultants hired by the Board of Education, and by the Superior Court's Integration Task Force. In-house surveys, questionnaires and summary data also indicated that staff, students, and parents rated the program, on the average, less than effective. The district, however, recommitted itself to a strong and meaningful Race/Human Relations Program and established the 1982-83 school year as a transition to a centrally-developed program.

### PROGRAM DEVELOPMENT

#### Third Generation: 1982-1984

By the time program planners entered Generation III of Program Development, they had been confronted with "paralysis by analysis" from teacher organizations, Integration Task Force members and monitors, Board of Education appointed experts and analysts, community groups with specific agendas, individual(s) and groups representing various staff job-alike groups, students, outside-of-district consultants, indistrict evaluators, community activists, U.S. Department of Justice consultant, and others.

#### Overview

The Multi-year Program for Staff and Students in Race/Human Relations was designed to provide a comprehensive and systematic approach to an area of human experience which demands a complex approach. As directed by the Board of Education in June 1982, the program responded to both the need for central quality control and evaluation, as well as the need for each site to individualize instruction for its unique population.

#### Rationale

In an attempt to locate more specific information on race relations program (information on human relations and multicultural programs and activities was

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more readily available), program planners sought additional direction. The National Council for the Social Studies expressed a view in its 1976 position statement for Multiculture Education which provided a recharged focus:

The school, as the formal educational institution of the society, has an important role to play in reducing the tensions and the injustices, including the misgivings about self, that result from unexamined ethnic beliefs and attitudes. To fulfill that role, more is needed than a course or two on ethnic groups. The entire school must be infused with concern and action--to build awareness of ethnicity as one source of the diversity within our national society; of the contributions of that diversity, as well as why it is a source of tension and dissension; and of the sense of identity and personal pride that many can and do derive from their sense of ethnic identity. The last point is especially crucial for those whose ethnic identity is involuntary because physical attributes do not allow an easy merging with the majority, even if desired.

The National Council for the Social Studies (goes)...beyond the social studies classroom and speaks to the total school environment--an entirely appropriate move in a position statement from the professional organization that has citizenship as its central thrust. It is becoming more clear that citizenship is not likely to be affected dramatically within the limits of the classroom, and we must extend our professional influence to the schooling institution to achieve our goals.

The guidelines for the Race/Human Relations Program are in alignment with those expressed above, as well as those offered by the California State Department of Education and the National Institute for Education, among others.

#### Goals

The San Diego Unified School District's Board of Education restated its commitment to the philosophy that all children benefit from a quality integrated learning experience. New goals were adopted for the 1982-83 school year which reflected the challenge of a changing student population. As stated, they were to:

- Seek new and creative approaches to improve integration program quality and student participation.

- Encourage and support naturally integrated schools.
- Develop a systematic and sequential Race/Human Relations Program with measurable outcomes for students and staff.

Integrated educational experiences are provided for an increasing number of students from diverse racial and ethnic backgrounds as reflected in the annual Pupil Ethnic Census Report. Values of an integrated education were emphasized:

- It builds a richer background for participating in an increasingly multicultural, multinational world;
- One learns the worth of an individual that transcends stereotyping and labeling and that differences are what make us special and unique;
- It allows one to enter the economically, socially, and educationally integrated world with more ease;
- The accepting environment necessary for an integrated educational existence enhances learning;
- It provides experiences in which the strength of a multiethnic society is felt in an authentic way;
- It provides students with the skills and experiences necessary for learning how to build a sense of community;
- It gives an individual a greater realization of the oneness and continuity of humanity.

The specific Race/Human Relations Program goal adopted June 1982 states:

"The Board shall adopt and management shall implement policies designed to foster positive practices and relationships between and among students and district employees (student to student, student to adult, and adult to adult); to facilitate equal education access and opportunities for all students; to provide students opportunities in a society of racial and ethnic richness, economic and cultural diversity, and changing value systems.

The focus for the Race/Human Relations Program has changed from a program where individual sites developed their own site plans based upon individual needs assessments to a centrally-developed Race/Human Relations Program where all sites are involved in implementing designated objectives each year.

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In his Court Order dated 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. In response to this Court Order, the district used the 1982-83 school year to:

1. Design and review a centrally developed race/human relations plan for staff and students.
2. Develop and expand race/human relations program curriculum materials to support the plan.
3. Provide staff with inservice training for plan implementation.

Guidelines for race/human relations training follow the concepts expressed by the California State Department of Education and the National Institute for Education. The district program addresses both 1) multiethnic education, and 2) those institutional practices which affect the treatment, status, and opportunity of all students.

The program also includes activities in three academic disciplines:

1. Human Relations: Experiences in human relations teach people how to communicate, understand, and accept one another based upon the common human condition without specific racial or ethnic emphasis. This process is built around the need for individual self-esteem. Therefore, an effective human relations program begins with self-understanding which then grows into an appreciation and a valuing of others.
2. Race Relations: As a specialized area of human relations, race relations explores questions of racial identity and its effects upon all segments of society. Race-related topics and issues deal with groups identifiable by physical traits, geographic origin, culture, or language. Specific attitudes affected by race, the development of self-concept within the context of a multiracial society, and the societal power structures and their influence upon various groups are the types of understandings that are developed in a race relations program.
3. Multicultural/Multiethnic Education: Multicultural/Multiethnic education is a philosophy and teaching method that reflects an acceptance, an understanding, and an appreciation of the richness of American cultural diversity. It promotes

an equal valuing of all cultures in a pluralistic society. Multicultural/Multiethnic programs are designed to develop positive interpersonal and intergroup relationships within the context of an urban and diverse environment.

Staff Program:

In developing the staff program, it was acknowledged that the principal and the classroom teacher have the most direct influence over what students learn at schools about individuals and groups who are racially, ethnically, and socioeconomically different from themselves. Researchers and educators in the field of multiethnic education and integration confirm that at the basis of any successful integration effort is a trained, knowledgeable, and committed staff; this involves all staff members--administrators, teachers, resource staff, counselors, librarians, bus drivers, secretaries, cooks, and others.

The Multi-year Program for Staff and Students in Race/Human Relations Staff Development Program is designed as a training program for staff members at all district sites incorporating 47 program objectives. The focus of the district's staff training program provides cognitive information and interactional skills. It is anticipated that program objectives will be completed in a six year period.

Each program objective includes a full list of behavioral outcomes which will:

1. Describe what staff should be able to do as a result of inservice training.
2. Describe what must be done to complete a given objective.

There are three major content areas, or strands, in the staff development program.

Strand I (Personal): The objectives in Strand I provide the fundamental knowledge and skills necessary for participants to influence positively the classroom and the institution in race/human relations matters. It focuses on awareness of oneself as an ethnic person and an awareness of the characteristics, contributions, and contemporary issues of groups different from oneself.

Strand II (Classroom): The objectives in Strand II provide instructional staff with the knowledge and skills necessary to create a positive learning environment for academic success for students from all ethnic groups. The objectives in this strand

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support the five Concept Goals for the Student program in race/human relations.

Strand III (Institutional): The objectives in Strand III focus on those institutional practices which support individual and classroom efforts to achieve harmonious racial integration. Sites are asked to examine methods for insuring equal status, treatment, and opportunity for all students.

Multi-year Sequence

A sequence has been established for moving through the program objectives. Program planners acknowledge that all the content areas of the program are addressed on a continuing basis. By designating certain objectives each year, training and evaluation can be more effectively completed. In each strand (Personal, Classroom, and Institutional), the sequence for completion is developmental. The sequence allows for immediate and pressing needs to be addressed first, followed by a progression of objectives to achieve optimal conditions for integration.

Objective Packets

The objectives in the multi-year program are arranged in packets according to their year of implementation. All three strands are included each year. Each objective packet contains three parts which are color coded for easy reference. Each page is number coded to indicate the strand, number, and implementation year of the objective.

FORM A - contains the text of each objective. Listed are the knowledge and skills staff members need to acquire and the steps that staff members will take when implementing each objective. This information is listed in the form of behavioral outcomes and describes three levels of proficiency:

Awareness Stage: During this stage, staff are given the necessary background to implement an objective. The facilitator team works directly with the site committee to provide training for this stage.

Acceptance Stage: During this stage, staff plans to implement the objective and requests assistance, as needed.

Action Stage: During this stage, staff implements the objective. This is an ongoing process. Once the actions for an objective are put into motion, they continue unless later evaluation recommends that alternative actions are necessary.

Requirements and Recommendations, also included in Form A, delineate which staff members and what sites will be responsible for implementing the objective.

FORM B - the Action Plan Form, provides space for sites to record the actions it will take to implement the objective. Once training for the objective has been completed, and actions established, Form B is moved to the section of the notebook marked "Current Action Plans: and placed in the appropriate strand. Here new and past action plans are maintained for monitoring and easy reference by the site committee, the principal (as administrator in charge of the program), district monitoring teams, the area assistant superintendent, and the court.

FORM C - the success indicators, assist sites in evaluating the progress of their race/human relations program. Each success indicator page lists those behaviors which might be observed as an indication that actions to meet the objective are "working." It is not expected that every indicator would be achieved immediately. The site should see a gradual improvement over time.

Note: Multi-year Program Sequence Charts are attached.

STUDENT PROGRAM:

Program Philosophy

In developing a K-12 program for all district students program planners acknowledge that race/human relations curriculum is interdisciplinary. Two of the major overlapping curriculum areas are Multicultural and Social Science Education.

The basic aim of Multicultural Education, as defined in the State of California Course of Study, is to help students accept themselves and other persons as having dignity and worth. To achieve this aim, a multicultural program places emphasis on the similarities that make us human and the differences among us that make us unique. In support of this concept, materials have been developed in all subject areas to aid in the infusion of these concepts.

The basic aim of Social Science Education is to develop responsible citizens who will in turn preserve and continue to advance progress toward a just society. District Social Studies units are based on four strands:

A Legal/Political Strand in which students learn about government, our system of laws, and how the individuals fit into that system.

An Economic Strand in which students become aware of career choices and consumer alternatives, and develop an understanding of the larger economic system.

An Energy/Environment Strand in which students develop an understanding of the nature and sources of energy, the interrelationship of energy and the environment, and the impact of human decisions on this relationship.

A Cultural Strand in which students develop an understanding of how people live and relate to one another as individuals and in groups throughout the world.

Race/Human relations education is the next dimension toward understanding the complexity of human existence on this planet by focusing on how groups of people interact both on the local (school/community), national, and international level.

Race/Human relations for students is an instructional program that combines affective experiences with the cognitive knowledge that students have gained through Multicultural and Social Science Education. By participating in the program, students from diverse ethnic, cultural, and socioeconomic backgrounds gain the opportunities and tools to openly interact with one another in a safe environment. This focus provides the critical link between the process of learning about people to the process of learning to deal with people more effectively.

Outcomes of such face-to-face interaction will ideally result in a greater tolerance and acceptance of differences related to living together regardless of the level.

Program Description:

The structure of the student program is based on twelve objectives in five areas of study. In general, students will work with the twelve objectives throughout their entire school career (Grades Kindergarten through 12). As the student moves through school, the program objectives are addressed at increasing levels of sophistication to correspond to the growing maturity of the student. Just as students in math are constantly building one skill upon another, students in race/human relations move from basic knowledge about self and others to acquiring skills which help them understand the complexity of the human experience.

Concept Goals:

The student program in race/human relations is based on the identified areas of study found in the multicultural component of the California State Course of Study. These areas of study are called Concept Goals and are listed as:

- I. Identity: To develop feelings of self-acceptance and self-worth which are based upon awareness of factors influencing self-definition including ethnic ancestry and cultural heritage..
- II. Diversity: To become aware of and value the many similarities and differences among individuals and among diverse racial, ethnic, and cultural groups within the community, the United States, and the world.
- III. Culture: To develop awareness of what "culture" is and the ways cultures are alike and different.
- IV. Conflict: To demonstrate interpersonal skills for positive relations and/or constructive response to conflict between individuals and among groups.
- V. Prejudice and Discrimination: To develop sensitivity to stereotyping prejudice and discrimination in its many forms.

Student Guides:

The district recognized that a need existed for a systematic approach to curriculum in the area of race/human relations. Ideally, race/human relations practices and content materials are an integral part of the total school curriculum. This program, however, was designed specifically to assist in meeting the court mandate to provide a developmental and sequential Race/Human Relations Program for staff and students. Also needed was a method to evaluate behavioral changes which might occur using such an instructional approach. For this reason, five sets of student guides for behavioral change were developed to support the Concept Goals. The guides begin with sample activities of the basic skills and knowledge in race/human relations matters to be taught in the early grades and become increasingly more sophisticated to include sample activities for the more mature student. Four levels of instruction were provided for each Concept Goal. Each level retains the same color coding throughout the five goals.

Level 1	Kindergarten - Grade 3	Pink
Level 2	Grades 4 - 6	Green
Level 3	Grades 7 - 9	Yellow
Level 4	Grades 10 - 12 and Adult	Blue

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Charts of the Concept Goals and the corresponding behaviors which would indicate student proficiency in an area are provided. These charts provide sites with an outline of the desired proficiencies, or learning outcomes, for students in race/human relations. The student guides to support these learner outcomes are to be used in combination with other support materials to complete the Student Program in Race/Human Relations.

Each guide is organized in the same way and emphasizes successful completion of the race/human relations objectives as the focus of the program. Each guide contains a series of color coded "Concept Goal" pages, which list:

1. Concept Goal statement for the entire guide.
2. Objective to be completed.
3. Expected Learner Outcomes which help measure successful completion of the stated objective.
4. Sample Evaluation strategies.

Following each Concept Goal page are a series of activities designed to be used by the teacher to assist students in meeting the objective.

Implementation:

The implementation of the student program is the responsibility of the site administrator and the classroom teaching staff. Classroom teachers, following the guidelines of the Scope and Sequence Charts (which are provided for each grade level, K-12) scope and sequence included in this section, were to implement the student program during the Social Studies time block.

The race/human relations facilitator assigned to the site assisted and supported the site administrator and the classroom teacher by:

1. Conducting group training sessions with staff.
2. Giving demonstration lessons in the classroom.
3. Consulting with the classroom teacher concerning implementation strategies.
4. Meeting individual site needs, as requested.

Community aides for integration who were assigned centrally were available to assist with the implementation of the program.

### Scope and Sequence

In the student program, each Concept Goal is addressed sequentially and developmentally at the elementary, junior and senior high level (Levels 1-4). As students move sequentially through early levels of the program, they are provided with foundation knowledge in each Concept Goal. Attention is also given to special need populations such as limited English speaking, gifted and talented, learning handicapped, etc. This knowledge is then used at later levels to help students understand the more sophisticated dynamics of race/human relations.

The following information provides both the scope and the sequence of the student program:

1. Summary of Concept Goals, K-12 furnishes sites with an overall look at the scope of each Concept Goal and the skills (learner behaviors) that will be exhibited at each level.
2. Summary of Content Sequence gives sites the grade levels where the Concept Goal content material should be taught.
3. Detail of Content Sequence provides sites with a specific breakdown of the objectives and the corresponding learner behaviors which are to be taught at each grade level.

The site administrators are responsible for implementation of the Race/Human Relations Program and are assisted by a site race/human relations committee and supported by the area assistant superintendents and the Community Relations and Integration Services Division. Race/Human relations facilitators and community aides for integration support site efforts.

### Race/Human Relations District Program Facilitator Support

A major support to the district's Race/Human Relations Program is provided by a team of facilitators who assist with program implementation districtwide. Each individual facilitator is assigned to a specific group of schools within a geographical area of the district. This group usually consists of one to three secondary schools and their respective feeder elementary schools, and children's centers sites. The assigned facilitator has the primary responsibility for providing race/human relations services and support to this specific group of schools. The facilitator team also provides assistance to nonschool sites in the implementation of their program. They support the district's Race/Human Relations Program by providing a variety of services, which include:

1. Consulting. The consulting role involves activities, such as contacting site administrators, and devising a plan of action

for the year; serving on site committees; facilitating problem-solving and decision-making activities, and providing other resources, as needed.

2. Teaching Demonstration Lessons. Race/Human relations lessons are conducted upon request. In addition, facilitators assist teachers as they become more comfortable in working with race/human relations activities.
3. Conducting Workshops. Facilitators prepare materials, arrange for resources, implement inservice sessions and workshops, in addition to assisting with individual workshop evaluations.
4. Developing Materials. Materials in race/human relations are constantly updated. Facilitators assist in conducting research and writing materials for classroom and workshops, as well as for use as curriculum items.
5. Teaching Continuing Education Classes. Facilitators teach Staff Development and Training Inservice classes in the area of race/human relations during Fall, Spring, and Summer sessions.

#### Community Aides for Integration Support

Community aides for integration provide support and assistance to the Race/Human Relations Program at individual school site and throughout the district. They are sometimes called upon to interpret the integration program to the community or school groups, and assist in monitoring and evaluation efforts. Under supervision, they work with small groups of students, organize and conduct parent meetings, provide translation services for parents, serve in crisis situations, and other duties as assigned. Community aides for integration work to enrich and expand understanding of the district's integration efforts.

#### MONITORING:

During the 1982-83 school year, the district began a series of intensive efforts to self-monitor integration programs. As described in the San Diego Plan for Racial Integration, the district's integration monitoring was designed:

To improve the quality of the district's integration effort by identifying both strengths and weaknesses in program implementation. Strengths should be shared with other programs and/or sites. District resources should be focused on weaknesses so that these may be corrected as rapidly as possible.

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To assure the Board of Education, district staff, parents, and community members that the district's integration program is progressing in a fashion that improves the quality of the program, maintains identified strengths, and seeks to correct weaknesses.

Each year a certain portion of schools is selected for the process. The schools monitored include those participating in the Voluntary Ethnic Enrollment Program (VEEP), magnet programs, and exchange programs. In addition, selected minority-isolated, as well as naturally integrated schools, are monitored.

In order to provide a broad representation of skills and perspectives on each monitoring team, participation was solicited and encouraged from within the district and the community-at-large.

Each monitoring team includes persons with a variety of personal and professional backgrounds in order to ensure an objective, accurate, and comprehensive assessment of integration efforts at integration program sites. Administrators, resource and classroom teachers, counselors, race/human relations facilitators, and community representatives are assigned to monitor schools. Consideration is given to racial/ethnic make-up of each team.

Members are required to complete training prior to being assigned to a monitoring team. The training consists of a review of district programs, discussion of observation techniques, and specific directions for completing the assignment of integration monitor.

At the conclusion of each school's monitoring process, results are compiled and recommendations made. Successful programs can then be more broadly communicated and district resources can be more effectively marshalled to correct weaknesses. A major portion of the monitoring efforts focuses on the outcomes of effective race/human relations efforts. They are:

- Campus Atmosphere (School Climate)
- Classroom Atmosphere (Learning Climate)
- Educational Equity (Supportive Assistance and Activities)

EVALUATION:

Evaluation of the Race/Human Relations Program occurs on several levels, both centrally and at the sites.

Central. The Race/Human Relations Program as a whole is formally evaluated by the Evaluation Services Department. The evaluation of the program is twofold in design: 1) to measure long-term goals of race/human relations and integration, and 2) to measure the short-term field test goals of the newly developed student program.

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During the 1982-83 school year, 24 (12 treatment and 12 comparison) elementary and secondary schools were evaluated. The purpose of the study was to establish a baseline for evaluative data on the long-range goals of the program.

Site. Each site can informally evaluate the progress of the staff and the student program with the aid of the success indicators, which are included with each objective packet. The success indicators describe the behaviors that should be exhibited by staff and students if the objective is being successfully met. The Action Plan Form (Form B) included in each packet provides space for these informal evaluations. Such methods as survey or questionnaire, personal observation, or data gathering, are evaluative tools that are within the scope of the site to conduct.

Monitoring. Not every school is monitored each year. When a site is selected to receive this service, however, the monitoring team commendations and recommendations can be used as a partial measurement of the success of the program. Monitoring questionnaire items are directly tied to staff and student program objectives in many cases.

At the conclusion of the 1982-83 school year, the program was evaluated by the Court as commendable.

"It is ordered that the Race/Human Relations Program be implemented as heretofore ordered and all school personnel be made aware of the importance of this program and its place in the integration effort. It is the finding of the Court that the School District is complying with the order in a commendable manner."

The district's Evaluation Services Department conducted an evaluation of the 1982-83 program. The evaluation will be discussed by Dr. Tomblin.

Staff surveys and individual workshop evaluations conducted by program staff indicated the progress was positive. There were, and are still, elements of the program needing revision, as indicated in Generation IV of Program Development.

#### PROGRAM DEVELOPMENT

##### Fourth Generation: 1983-1984

In Generation IV of Program Development, the race/human relations student curriculum content is being interfaced with Social Studies content. Over two hundred of the district's K-12 classroom teaching staff, resource teachers, race/human

relations facilitators, and curriculum specialists are involved in the process of interfacing the two curriculum areas.

In the State of California, on a rotating basis, updated curriculum is adopted in different subject areas. Because the district is in the Social Studies Adoption Cycle, timing for interfacing the two programs is ideal. The three year Social Studies adoption process includes:

1. Analysis of texts submitted for state adoption by a group of approximately seventy teachers. Eight sets of materials were analyzed against a set of criteria, and six sets were piloted.
2. Select two or three submissions for use in classroom piloting at selected grade levels. In addition to the regular process, attention is given to inclusion of special need populations (such as Limited-English Proficient, gifted and talented, learning handicapped, etc.) during the piloting phase of materials adoption.
3. Regular meetings occur to critique materials used during the piloting phase. District-developed materials to support pilot programs are furnished.
4. Evaluation of the textbooks and support materials used during the piloting process occurs on a regular basis.
5. Recommendation of a text for adoption is made to the Board of Education.
6. Board of Education makes final selection of Social Studies textbook series to be adopted, taking into consideration budget constraints, etc.
7. Staff provides process for full implementation of the newly-adopted textbook series in all district classrooms.
  - a. District-produced guideline packages will be completed.
  - b. Inservice sessions for school site teachers will be conducted.
  - c. Evaluation of the implementation process is ongoing.
  - d. Supplementary materials, including audio visual, will support the new adoption.

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8. Throughout this process, it is intended that the Race/Human Relations Program, even though totally interfaced in the Social Studies curriculum, will remain an identifiable curriculum.

The staff program will continue to be implemented, as planned, with some minor variations to accommodate individual site needs.

SUMMARY:

The challenge to design and implement a Race/Human Relations Program which challenged the concept of "going beyond a mere mixing of people" was indeed awesome. The program goal from the onset was to go beyond the traditional concepts of fulfilling so many college credits or courses, participating in multicultural programs and potlucks, and having open houses. The intent of the district's Race/Human Relations Program was to:

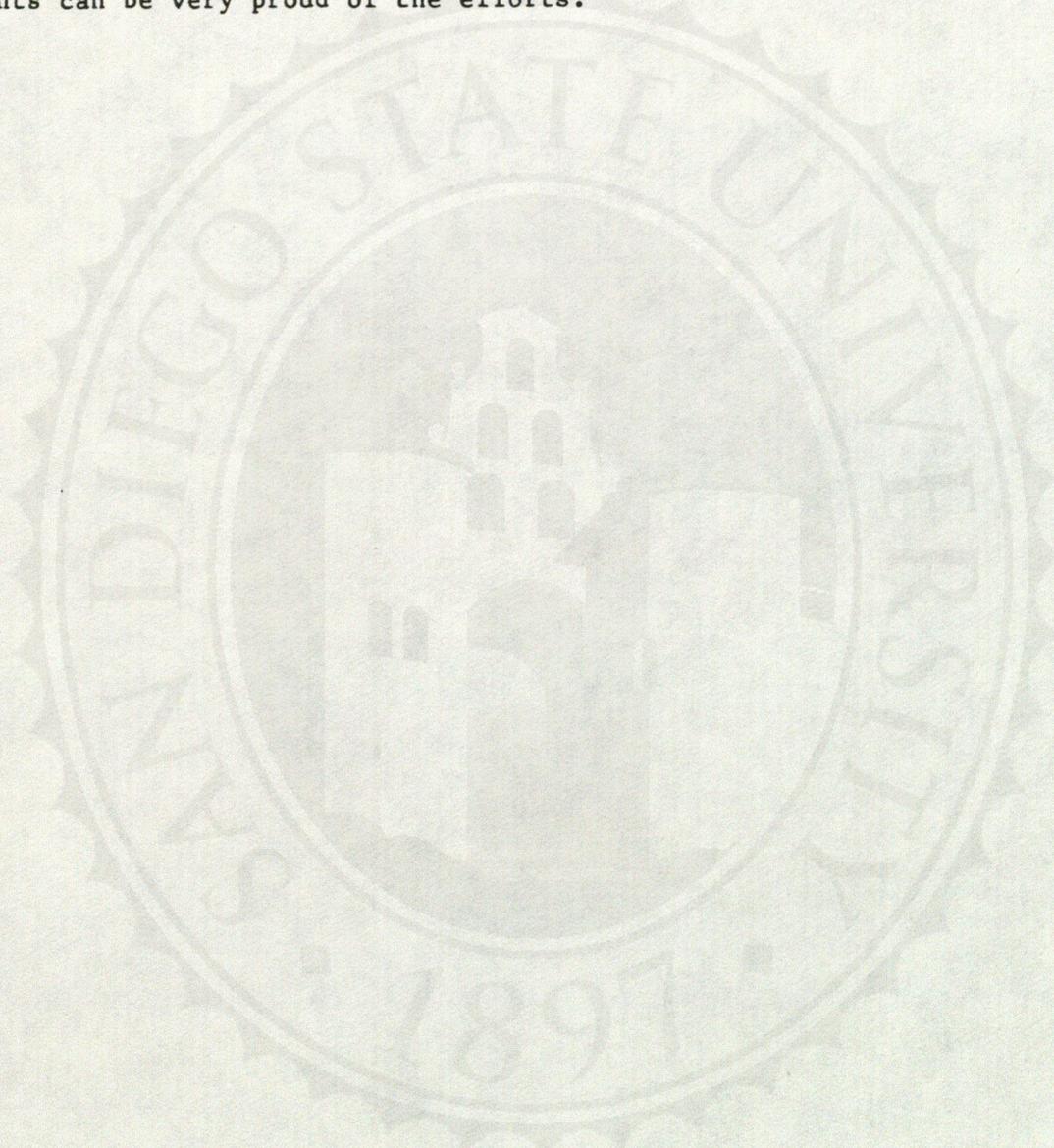
- break down barriers which separate the races.
- change negative behaviors on the part of the adults and students within the San Diego Unified School District.
- provide a safe environment for persons to discuss difficult racial issues.
- provide an atmosphere where all students could harmoniously partake of quality educational offerings regardless of the location of the facility.
- make a substantive difference in the way people perceived and reacted to diversity.

Along the way there were (and still is, to some extent) major obstacles to overcome. The premium obstacle was to accept the fact that racial problems existed within the San Diego Unified School District, that the racial problems were as much a part of the fabric as was reading, writing, and arithmetic. In order for integration to truly become a reality, a fourth "r," relating, had to be added and openly articulated.

The staff has had its ups and downs along the way, and after having been actively responsible over the last seven years for the program's design and implementation, I can without reservation say..."It's working. People...not systems, work." When you involve people, you invite change, and when people are positively involved in change, no matter how difficult, systems and institutions

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can be positively influenced. Board members, district staff, students, and parents can be very proud of the efforts.



## Multi-Year Program Sequence

### Strand I – Personal

### Strand II – Classroom

### Strand III – Institutional

Program Year	Strand I – Personal	Strand II – Classroom	Strand III – Institutional
	Objectives in Strand I focus first on staff dialogue, then on ethnic identity and its effect on attitudes and behaviors. Teambuilding and conflict management skills are also addressed.	Objectives in Strand II focus on the implementing of the student race/human relations program, and on measures to insure student cooperative tasks, racial mixing, and positive student-to-student dialogue.	Objectives in Strand III focus on providing immediate support to students in the integrated setting, then on assuring equal status, treatment, and recognition for all students at the institutional level.
1982-83	1. Climate-setting for Staff Dialogue	9. *Concept Goals and Implementation.	26. Cross-ethnic Interaction Procedures 27. Orientation and Support Programs 23.**Design and Administration of School Climate Survey 24. Discussion of Survey Findings 25. Action-Planning for Site Climate Improvement
1983-84  2.6	3. Self/Ethnic Identification and Awareness 4. Knowledge of Diverse Ethnic Groups	17. *Cooperative Learning/Student Team Learning Programs and Methods 21. *Integrating LEP Students within the Regular Classroom	28. Integration of LEP Students 32. School/Home Communication Patterns 38. Fairness in Instructional Practices 39. Fairness in Guidance Practices
1984-85	5. Knowledge of Contemporary Ethnic Issues 6. Dynamics of Stereotyping and Discrimination	13. *Classroom Dialogue Techniques 14. Teaching Students About Name-calling and Conflict 15. *Teaching Students About the Dynamics of Prejudice	29. Support for Differing Behavioral Styles and Discipline 30. Equality of Student Recognition 34. Parent/Community Volunteer Program 37. Design for Crisis

Note: Program planners acknowledge that all the content areas in this sequence are addressed on a continuing basis. The objectives identified for a given program year indicate those areas that will serve as the focal point for training and evaluation.

\* Objectives to be completed by curriculum writers.

\*\* Optional only to those school sites committing to the process prior to November 30, 1982. After the 1982-83 school year, Objectives 23, 24, and 25 may be substituted for any two objectives in a given year and the substituted objectives completed the following year.

## Multi-Year Program Sequence

Program  
Year

### Strand I – Personal

### Strand II – Classroom

### Strand III – Institutional

1985-86	7. Perceptions and Behaviors Toward Diverse Groups 8. Positive Communication and Managing Conflict	10. * Multiethnic Curriculum Practices 12. Equalizing Status and Building Self-esteem 16. Equalizing Teacher-to-Student Interactions	31. Integration of Students Enrolled in Special Education Programs 40. Fairness in Personnel and Staff Leadership Practices 41. Knowledge and Support for Integration Efforts 44. Student Training in Race/Human Relations Leadership
1986-87  2.7	2. Systematic Participation in Teambuilding	11. * Analyzing Curriculum Materials/ Media for Race/Sex Fairness 19. *Differences in Cognitive Patterns and Learning Styles 22. Mainstreaming Special Education Students within the Regular Classroom	42. Modeling Equal Status and Respect in Staff-to-Student Interactions 43. Modeling Equal Status and Respect in Staff-to-Staff Interactions 45. Equality of Status in Student Clubs and Organizations 47. Fair Representation and Recruitment in Campus Leadership Groups
1987-88		18. Discipline Techniques 20. *Differences in Teaching Styles	33. School as Seen by the Community 35. Intra-staff Communications 36. Staff Participation in Management Decisions 46. Student Participation in School Policy Decisions

\* Objectives to be completed by curriculum writers.

MULTI-YEAR RACE/HUMAN RELATIONS STAFF DEVELOPMENT PROGRAM

Fairness in Instructional and Guidance Practices

Fairness in Instructional and Guidance Practices

STRAND III . . . . . OBJECTIVES 38 AND 39

Objective 38: Examine instructional practices to insure equal access, status, and distribution, reflecting the racial and sex balance of students at the site. Plan preventative and remedial action, as required. Important areas to examine include:

- distribution of students in academic "tracks" and gifted programs
- status of programs in which students are enrolled
- classroom methods for asking questions and giving reinforcement
- course grade distribution (report cards)
- distribution of warnings and referrals
- parent conferences

Objective 39: Examine guidance practices and revise, where required, to insure equal treatment, access, and opportunity, reflecting the racial and sex balance of students at the site. Guidance practices include:

- career and college advising program
- financial assistance/scholarship advising
- gifted testing recommendations
- processing of referrals and suspensions
- diversity of techniques in counseling students of different ethnic groups
- diversity of techniques in conferencing with parents of different ethnic groups

Instructions:

The following list summarizes the knowledge and skills that you will acquire as well as the steps that you will take when implementing Objectives 38 and 39. District race/human relations facilitators will provide uniform training to staff during the awareness stage and will consult and assist with the acceptance and action stages. Please indicate the dates when these stages have been achieved in the spaces provided. Staff evaluation summaries and other pertinent data should be maintained in a separate file for documentation.

**Awareness Stage**

1. Demonstrate knowledge of what constitutes race and sex fairness in the distribution of students into classrooms and subject courses; and what constitutes race and sex fairness in academic counseling and career planning.

7. Demonstrate knowledge of research regarding why disproportionate student suspensions by race frequently occur. Analyze site suspension data for disproportionate numbers and the reasons given for suspensions. Identify alternatives to suspensions and ways to work with teachers who overuse referrals and/or have problems dealing with particular kinds of student behavior.

Training Dates: \_\_\_\_\_

**Acceptance Stage**

1. Consult with Guidance resource staff and/or race/human relations team, as needed, for additional assistance in planning procedures to ensure fair guidance and instructional practices.
2. Identify plan to ensure equal access, treatment, and status for all students in the distribution of students in the site's instructional program, in career planning, and in guidance and discipline, reflecting the racial and sex balance at the site.
3. Outline steps to carry out plan and delegate responsibility.

Completion Date: \_\_\_\_\_

**Action Stage**

1. Implement identified action plan to ensure equal access, treatment, and status for all students in the distribution of students in the site's instructional program, in career planning, and in guidance and discipline, reflecting the racial and sex balance at the site.
2. Evaluate actions and revise, as needed, to meet the objective.
3. Commit to ongoing use and evaluation of identified actions, as evidenced by continuous implementation of the objective.

\* This action plan should reinforce and support site guidance plans.

Implementation Date: \_\_\_\_\_  
(Indicates that implementation of the objective has begun.)

\_\_\_\_\_  
Administrator's Signature

\_\_\_\_\_  
Position/Title

\_\_\_\_\_  
Site

\_\_\_\_\_  
Date

Fairness in Instructional and Guidance Practices

SAN DIEGO CITY SCHOOLS  
 Community Relations and Integration Services Division  
 Race/Human Relations Program  
MULTI-YEAR RACE/HUMAN RELATIONS STAFF DEVELOPMENT PROGRAM

**B**

III-38-39  
 1983-84

\_\_\_\_\_  
 Administrator's Signature

\_\_\_\_\_  
 Position/Title

\_\_\_\_\_  
 Site

\_\_\_\_\_  
 Date

**Action Plan**

Please list the actions this site will take to insure race and sex fairness in instructional and guidance practices.

Actions	Person(s) Responsible	Timeline/Schedule
1.		
<u>Evaluation Procedure:</u>		
2.		
<u>Evaluation Procedure:</u>		
<u>Revised Actions:</u> <i>Revisions in your Action Plan may be necessary to achieve this objective. To delete an item on this page, draw a heavy line through the item and add the revision in the space below.</i>		

Fairness in Instructional and Guidance Practices