



TESD UPDATE ON RACIAL EQUITY INITIATIVE

As TESD continues its efforts to advance racial equity, we provide the following.

1. What is Critical Race Theory (CRT)?

Critical Race Theory is an analytical framework that examines United States history and society through the lens of race. CRT was developed by legal scholars and is typically associated with the study of law in institutions of higher learning.

2. Does the District have a course, curriculum or program that teaches Critical Race Theory (CRT)?

No. TESD does not offer a course, program, or curriculum specific to CRT, nor is CRT incorporated as a framework in any of our existing programs. TESD has a commitment to racial equity that includes using the lens of our own [District Equity Statement](#) to ensure multiple perspectives are represented in our curriculum. This includes practicing inclusive, culturally responsive, and anti-racist curriculum and instruction at all grade levels. All of this is different from teaching CRT.

3. Is the District re-examining its curriculum and instructional practices using a lens of equity?

Yes. TESD continues to consider our curriculum, resources, and instructional practices as part of our ongoing work to develop a more inclusive and racially conscious approach to teaching and learning.

4. Can I see the curriculum or teaching materials used in my child's class?

Yes. Curriculum documents and teaching materials are always available to parents and may be requested by contacting their child's teacher or principal.

5. Are conversations specific to race occurring in classrooms, committees and in other decision-making organizations within the District?

Yes. Age-appropriate conversations about race are occurring in our classrooms. Our [District Equity Statement](#) is grounded in the conviction that all TESD graduates will be better prepared for life if they have had the opportunity to discuss race and to listen to the voices of those who have had different experiences than themselves. Discussions centered around race and the voices of those who have historically been marginalized allows for multiple perspectives to be considered and helps facilitate greater understanding as we seek to create a more inclusive educational experience for all students.

6. Has the District implemented a curriculum developed by Pacific Educational Group (PEG)?

No. PEG has provided professional development in the form of teacher and staff training around protocols for courageous conversations about race, equity and belonging.

7. Has the District used sources and providers other than PEG to provide racial equity professional development?

Yes. Other individuals and presenters have also worked with staff members to present different perspectives on how to achieve the commitments in our District Equity Statement. PEG has not been the sole provider.

8. Is the District training teachers to implement CRT as part of their instructional practices?

No. Through workshop discussions, the District leadership team reviewed the concept of CRT. At no point did TESD move forward with implementing CRT in its curriculum or instruction. The discussion of CRT was not included in any of the training designed for classroom teachers.

9. Can I see a copy of the materials PEG uses in these professional development training sessions?

As of June 8, 2022, PEG has allowed the District to provide copies of available training material to any parent/guardian who submits a Right to Know (RTK) request. Prior to then, parents or guardians making a RTK request could visually inspect the materials without making a copy. The most essential resources from the training used by teachers include the [Courageous Conversations compass and the four agreements](#).

10. Does the District's commitment to equitable practices reflect a concept that all students have the same opinions or achieve the same outcomes?

No. The focus on equity includes working to eliminate obstacles so that all students have the opportunity to express their personal opinions, relate their own experiences, and achieve their individual goals.

11. Does the District welcome diverse perspectives on how to achieve racial equity?

Yes. Students and parents should, can, and will have different viewpoints on how discrimination and structural barriers due to race can be eliminated. The District has developed a [Curricular Inquiry Framework](#) to guide the instruction of controversial issues in the classroom including, but not limited to, topics of equity.

12. Does the District provide resources for parents/guardians to help facilitate discussions at home regarding issues of race?

Yes. Resources are available on the [District's Equity Initiative page](#).

13. Will the District have future communication with parents/guardians?

Yes. The District is committed to improving communication and fostering community involvement related to District racial equity initiatives. Using new and existing forums such as the District Diversity Committee, we will be able to share multiple perspectives while exploring the impact school experiences have on our students, especially those who are marginalized. In cooperation with the PTOs, District staff have been visiting schools to create further dialogue with parents and guardians on this subject.