According to Di’Angelo, our belief system can and does significantly impact how we approach teaching and learning. Therefore, in a school system in which the teaching population remains primarily white and the student population continues to become more racially diverse, it is necessary for educators to develop the skills to engage in courageous conversations about race and class. Multicultural/anti-racist education is necessary for those who work in diverse environments to build the stamina to sustain conscious and explicit engagement with race, power, and privilege.

ABOUT THE COURSE
From October 17th to January 14th, participants engaged in 4 bi-weekly modules, 2 required face-to-face and 3 optional meetings, and contributed 556 posts to Schoology. The sessions were led by strategically selected facilitators, Hillary Miller (TOSA, Equity and Student Affairs) and Emily Kuhbach (Program Assistant, Research, Evaluation and Assessment).

Key Concepts as it relates to the individual and PAUSD:
- Colorblind racism
- White fragility
- Good/bad binary
- Intention vs. Impact

Culminating Project:
Participants were required to select one of the following end-of-course culminating projects or propose a project of their own to successfully complete the course.

- STUDY: Participate in an upcoming Book Study hosted by the District
- LEAD: Facilitate a White Fragility Book Study at their school
- ORGANIZE: Coordinate outreach to and meetings with students, parents, and community members/Start an Equity Team at Their School
- ADVOCATE: Contribute to District Policy/ Promise
- PARTICIPATE: Join the EquityxDesign Team for monthly meetings at the District office

PARTICIPANT RECOMMENDATIONS:
At the end of the course, participants were also asked to make suggestions for next steps. Recommendations included:

- All PAUSD Board of Education members and Leadership Team read *White Fragility*
- Encourage Palo Alto community members to read *White Fragility*
- Mandate annual professional learning for all current staff, new and tenured, on anti-racist education, white fragility, and/or culturally responsive teaching
- Authorize a second cohort of the *White Fragility* Book Study
- Implement additional book studies to improve districtwide racial literacy
- Incorporate a named commitment to anti-racism into board policy and the PAUSD Promise
- Create anti-racist norms for all district meetings
- Hire, retain, and promote more certificated, classified, and administrative staff of color
- Review classroom libraries to include more texts by and about people of color
- Continue supporting Student and Family Engagement (SAFE) program and other initiatives related to equity and anti-racist education systems
- Incorporate Teaching Tolerance’s Social Justice Standards into PAUSD curriculum