

# *Oak Park and River Forest High School*

## *District 200*

201 North Scoville Avenue □ Oak Park, IL 60302-2296

TO: Board of Education

FROM: Racial Equity Policy & Procedures Committee

DATE: April 25, 2019

RE: D200 Racial Equity Policy

---

### **BACKGROUND:**

“Racial equity is the condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares. When we use the term, we are thinking about racial equity as one part of racial justice, and thus we also include work to address root causes of inequities, not just their manifestation. This includes elimination of policies, practices, attitudes and cultural messages that reinforce differential outcomes by race or fail to eliminate them.”

—*Center for Assessment and Policy Development*

Using the definition above as a guiding principle, our strategic plan's Goal 2: Racial Equity charges us to continuously strive to create an environment where the academic achievement and social and emotional growth of students will no longer be predictable by race, socioeconomic status, or other social factors.

At the September 18<sup>th</sup> Committee of the Whole Meeting, the Board directed the administration to develop a policy and administrative procedures that focus specifically on racial equity. The rationale is to address the systemic barriers to equity and access on behalf of our Black and Brown students that have been marginalized by policies and procedures that have not taken into account how race plays out in our daily lives- and in our public educational system.

The proposed District 200 Racial Equity Policy would directly confront systemic, institutional racism and inequities within our district, and its systems that perpetuate these disparities. We could then institutionalize our commitment to truly fostering an environment where race, class, ethnicity, or other personal characteristics will cease to be a determining factor in the success of any student. This policy will guide our focus in narrowing disparities that appear in teaching and learning outcomes when we disaggregate our data by race. The proposed Racial Equity Board Policy is intended to directly impact and reduce inequities of opportunity and enable students of color to gain greater access to and success in college prep, honors, and AP courses.

The Administration would like to thank the following individuals who collaborated over the past 6 months to create our D200 Racial Equity Policy:

# ***Oak Park and River Forest High School District 200***

201 North Scoville Avenue □ Oak Park, IL 60302-2296

<i>Michael Byars</i>	<i>Faculty Member</i>	<i>Mikayla Anderson</i>	<i>Student</i>
<i>Jennifer Cassell</i>	<i>Board Member</i>	<i>Wendy Daniels</i>	<i>Parent</i>
<i>Anthony Clark</i>	<i>Faculty Member</i>	<i>John Duffy</i>	<i>Community Member</i>
<i>Daniel Cohen</i>	<i>Faculty Member</i>	<i>Linda Francis</i>	<i>Parent</i>
<i>Sheila Hardin</i>	<i>Faculty Member</i>	<i>Grace Gunn</i>	<i>Student</i>
<i>Amy Hill</i>	<i>Administration</i>	<i>Burcy Hines</i>	<i>Community Member</i>
<i>Khalida Himes</i>	<i>Faculty Member</i>	<i>Lawrence Landfair</i>	<i>Student</i>
<i>Alexis Iliadhi</i>	<i>Faculty Member</i>	<i>Naomi Leach</i>	<i>Student</i>
<i>Greg Johnson</i>	<i>Administration</i>	<i>Charles Lemke-Bell</i>	<i>Student</i>
<i>Christina McKittrick</i>	<i>Administration</i>		
<i>Jackie Moore</i>	<i>Board Member</i>	<i>John McCoy</i>	<i>Parent</i>
<i>Karin Sullivan</i>	<i>Administration</i>	<i>Melanie McQueen</i>	<i>Parent</i>
<i>David Walksler</i>	<i>Support Staff</i>	<i>Amalia Pallares</i>	<i>Parent/SME</i>
<i>Rockeya Wilson</i>	<i>Faculty Member</i>	<i>Natalie Thompson</i>	<i>Parent</i>

## **INFORMATION:**

The Racial Equity Policy and Procedures Committee (REPPC) began meeting in early November to discuss the framework for our racial equity policy. We then began to explore other racial equity policies from across the country, and utilized them to create a draft policy that we felt best represents our school community. Once created, we had our draft policy vetted by our attorneys and the following racial equity subject matter experts:

Dr. Amalia Pallares, Associate Chancellor and Vice Provost for Diversity at UIC, Amanda Lewis, Professor, African American Studies; Sociology from UIC, Richard Gray, Deputy Executive Director (School Change and Community Engagement) at NYU's Metropolitan Center for Research on Equity and the Transformation of Schools, as well as Liam Bird from the Network for College Success at the University of Chicago.

We believe the Racial Equity Policy being presented best represents our school community and affirms the district's desire to truly foster an educational environment where race, class, ethnicity, or other personal characteristics will cease to be a determining factor in the success of any student. We have also received additional feedback in the last week from committee members that after reviewing, it was determined that information would be better served in the development of the administrative procedures that will hold us accountable to the policy. Dr. Pruitt-Adams and the Executive Director of Equity and Student Success will work with a stakeholder group to create those procedures so that they are in place by the next school year.

Our Racial Equity Policy and Procedures Committee met last Thursday, April 18, 2019 and the administration is submitting the following draft for approval at tonight's Board Meeting. [D200 Racial Equity Policy](#).

## **RECOMMENDATION**

Action Item\_\_\_\_\_ Move to approve D200 Racial Equity Policy as presented. The administration will provide The Board of Education with a timeline for the development of the administrative procedures that will accompany this policy by the end of this school year; with the expectation that they will be in place by this fall.

## [INSERT POLICY NO.] Racial Equity Policy

Oak Park and River Forest High School (OPRFHS) provides a dynamic, supportive learning environment that cultivates knowledge, skill, and character and strives for equity and excellence for all students. OPRFHS values the racial and ethnic diversity of its students and recognizes that an educational environment in which diversity is respected and valued contributes to successful educational outcomes for all students. OPRFHS also acknowledges that complex societal and historical factors, such as racism, contribute to inequities in our society. Institutional racism, cultural biases, and other societal factors can negatively impact a student's sense of belonging and contribute to inequitable opportunity gaps as well as disparities in achievement and graduation rates between students of different races. OPRFHS aims to combat such concerns and provide all students the support and opportunity they need to succeed. This policy aims to address the systemic barriers to equity and access that disproportionately affect our students of color, who have experienced marginalization as shown through our historical data, and to take into account how race plays out in our daily lives and in our education system.

While this policy primarily and explicitly addresses racial equity, it does so with the declaration that racial inequities are often intertwined with and compounded by disparities tied to other identities and factors. In order to realize equitable opportunities and outcomes for everyone, equity must be applied across, including but not limited to, race, ethnicity, gender, gender identity, gender expression, sexual orientation, socioeconomic status, religion, national origin, foster status, involvement with the juvenile justice system, IEP status, disability, learning difference, immigration status, or language.

Educational equity and equality are not the same principles and should not be used interchangeably. Equality means treating all students the same regardless of differences. Equality can only succeed if all students start with the same needs and challenges. Equity rests on principles of justice and fairness and aims to remove barriers to provide each student the opportunity to benefit equally from the high-quality educational experience and outcomes that OPRFHS offers. OPRFHS recognizes that fostering educational equity may require allocating resources unequally to focus on barriers that may uniquely impact students of diverse backgrounds.

The Board of Education will follow this policy in conducting its business and exercising its responsibilities. The Board of Education believes that student success is broadly shared by District staff, families, our community, and our students' own efforts. Every adult in the school community should have the moral imperative, collective ownership, and will to act to eliminate racial bias and disparities.

### Definitions

For the purposes of this policy, the following terms shall have the following meanings:

“**Bias**” means prejudice in favor of or against a person or group relative to another, usually in a way considered to be unfair.

**“Discrimination”** refers to the unequal treatment of a person or group based on a protected characteristic such as race, gender, sex, sexual orientation, disability, or religion.

**“District staff”** includes all employees, consultants, and contractors of District 200.

**“Diversity”** or **“Diverse”** means variety in race or ethnicity; a range of races and ethnicities of people, as well as people with different beliefs.

**“Ethnicity”** is a social construct that divides people into smaller social groups based on characteristics such as shared sense of group membership, values, behavioral patterns, language, political and economic interests, history and ancestral geographical background.

**“Implicit Bias”** means biases of which people usually are unaware or which operate at the subconscious level. Implicit bias is usually expressed indirectly.

**“Institutional Racism”** means social policies, practices, procedures, and/or discourse that benefit people who are white at the exclusion of people of color, often unintentionally.

**“Opportunity Gap”** means the unequal or inequitable distribution of educational resources and opportunities on the basis of race and/or ethnicity; resources may include staffing, academic supports, social and emotional supports, high-quality curriculum, and other programs. This gap can contribute to or intensify lower educational aspirations, achievement, and attainment for members of affected groups.

**“Racial Equity”** means the systematic fair treatment of people of all races and ethnicities that allows equitable outcomes. Once racial and ethnic inequities are eliminated, race and ethnicity are not factors in outcomes.

**“Racism”** means the prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that one's own race is superior.

### Implementation, Accountability, and Monitoring

The Board directs the Superintendent to establish, in accordance with this policy, written procedures and other guidance to implement this policy. The written procedures and guidance shall include, but not be limited to, the following areas for action:

- **Accountability and Monitoring.** The administrative procedures shall include methods for accountability and metrics for evaluation of programs and plans therein. The Superintendent shall annually report to the Board and the community on the metrics and measures established to track implementation of this policy.
- **Equity Analysis.** The administrative procedures shall include the use of a racial equity impact assessment tool to help decision makers consider racial equity when assessing policies, procedures, professional development, and other practices and choose options that mitigate the risk of racial inequity, implicit bias, and other unintended consequences.

The administrative procedures shall further address professional development regarding the tool and establish a written process to guide use of the tool.

- **Equitable Practices, Procedures, and Programs.** The administrative procedures shall include a process for review of OPRFHS practices, procedures, and programs to consider whether they result in over- or under-representation of any group of students on the basis of race. If such disparity is found, the District will consider revision or elimination of the practice, procedure, or program.
- **Resource Allocation.** The administrative procedures shall afford flexibility to differentiate resource allocation on the basis of student need in an effort to promote and provide equity in education while complying with all requirements of relevant state and federal law.
- **Stakeholder and Community Engagement.** The administrative procedures shall provide intentional, targeted outreach to community partners and families aimed at creating robust racially and culturally diverse stakeholder engagement, welcoming students and families, and educating stakeholders on services and resources available to them.
- **Diverse Workplace Initiatives.** The administrative procedures shall include a plan to recruit, employ, support, retain, and develop racially and linguistically diverse and culturally responsive administrative, instructional, and support personnel throughout its divisions and departments. The procedures shall further address a plan to provide leadership and mentoring opportunities to diverse employees, procedures to track and report on diverse teacher retention, and a plan to identify, analyze, and address causes of diverse employee turnover.
- **Professional Development.** The administrative procedures shall include a plan to provide professional development to strengthen employees' knowledge and skills of strategies for eliminating bias and disparities in student achievement and district hiring practices. The procedures shall further address required professional development regarding strategies to limit and/or mitigate the harm of such disparities; implicit bias in hiring practices; cultural responsiveness; the historical roots of institutional racism; and equitable, inclusive, and anti-oppressive methods.
- **Welcoming School Environment.** The administrative procedures shall include a plan to offer a welcoming, emotionally supportive, safe, inclusive culture that empowers all students and reflects and supports the diversity of its community, including students, parents, families, faculty, staff, and other community members.
- **Discipline Disparities.** The administrative procedures shall include a plan to provide alternatives to punitive discipline, including a focus on social-emotional learning and restorative practices. The procedures shall address the goal of keeping our students in the classroom and ensuring that they have equitable access to instruction.

- **Culturally Responsive and Relevant Teaching and Learning.** The administrative procedures shall include a plan to intentionally seek out and consider diverse perspectives of students, faculty, and staff when developing and implementing teaching and learning practices and curriculum. The procedures shall further address selection of classroom materials, assessments, and teaching that reflect diversity and encourage understanding and appreciation of unique cultures, classes, languages, and ethnicities.
- **Equity Leadership and Infrastructure.** The administrative procedures shall include a plan for funding and implementing activities to further the goals of this policy, including necessary leadership and infrastructure.
- **Racial Incident Protocol.** The administrative procedures shall address the District's robust enforcement of Board policies 7:10, *Equal Educational Opportunities*, and 7:20, *Harassment of Students Prohibited*, which prohibit discrimination and harassment on the basis of, among other characteristics, race. The procedures shall further outline the process for students or other members of the District community to file complaints regarding an alleged incident of discrimination, pursuant to Board policies 7:10, 7:20, or 2:260, whichever is applicable.

LEGAL REF:

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d et seq.

Ill. Human Rights Act, 775 ILCS 5/1-103 and 5/2-102.

Saint Francis Coll. v. Al-Khazraji, 481 U.S. 604, 613 (1987).

Ortiz v. Bank of Am., 547 F. Supp. 550, 568 (E.D. Cal. 1982), disapproved of on other grounds by Al-Khazraji v. Saint Francis Coll., 784 F.2d 505 (3d Cir. 1986).

CROSS REF:

2:260, Uniform Grievance Procedure

7:10, Equal Educational Opportunities

7:20, Harassment of Students Prohibited

ADOPTED: April 25, 2019