

## Students

### Racial and Educational Equity

Antioch Community Consolidated School District 34 (Antioch CCSD 34) provides a dynamic, supportive learning environment that cultivates knowledge, skills, and character and strives for equity and excellence for all students. Antioch CCSD 34 values the racial, ethnic, and other 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. Antioch CCSD 34 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 between students of different races. Antioch CCSD 34 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 Antioch CCSD 34 offers. Antioch CCSD 34 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 Antioch CCSD 34.

**“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 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.

### Responsibility

The Antioch CCSD 34 Board of Education Shall:

1. **Engage in equity training:** by having all board members participate in equity training to build collective capacity to more effectively educate and better serve a racially and ethnically diverse student population, students’ families and communities;
2. **Work to increase outreach to and engagement with families that represent the diversity of our students:** by ensuring that our community’s treasured diversity is not maintained on the backs of Brown, Black, Latino, and multiracial children;

3. **Allocate resources in an intentional and fiscally responsible manner:** by providing every student with equitable access to high quality curricula, culturally competent adults, supports, facilities, and other educational resources.
4. **Make decisions with a racial equity lens:** by ensuring that a racial equity lens has been used prior to making significant decisions that impact the school district.

The Superintendent of Schools Shall:

1. **Develop procedures to implement this policy:** in alignment with the district's Strategic Plan and include an action plan with clear accountability and metrics.
2. **Report annually:** to the Board of Education on progress made towards the equity action plan. The report shall be based on the annual goals of the District's Strategic Plan.

### Commitment

In order to achieve Racial and Educational Equity and a balanced educational ecosystem for its students, Antioch CCSD 34 is committed to requiring:

1. **Professional development** specifically designed to strengthen employees' knowledge and skills for eliminating opportunity and achievement gaps between groups of students and that support educational equity, self-awareness, understanding of institutional racism in education and cultural competencies towards social justice.
2. **Development of culturally relevant pedagogy** to connect content with the unique intersecting identities of each individual student.
3. **Development of consistent hiring practices and a process** to actively recruit, employ, support, and retain a highly qualified workforce that includes racial, gender, and linguistic diversity, as well as culturally competent administrative, instructional and support personnel with an equity mindset;
4. **Exploration of ways to foster parent/family involvement** thus ensuring that community members are active partners in the education of all students;
5. **Resource allocation in an intentional and fiscally responsible manner** by providing every student with equitable access to a high quality curriculum, culturally competent staff, supports, facilities, and other educational resources;
6. **Improved school climate** by leveraging diversity in its myriad forms to create schools where students, families, community members, and employees feel welcomed, valued, supported, and where students and staff can perform to their personal bests without personal compromise.
7. **Exploration of multiple pathways** to success in order to meet the needs of Antioch CCSD 34's unique school community.

8. **Racial literacy and social identity development** using tools informed by an anti-bias and social justice education framework.

9. **Active engagement with partners** to align and leverage community resources in a collaborative manner.

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)

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