



ENGAGE. EMPOWER. EDUCATE.

Book	MCCSC Policy Manual
Section	5000 - STUDENTS
Title	ANTI-RACISM
Code	5518
Status	Active
Adopted	February 28, 2023

Background and Purpose

The Monroe County Community School Corporation (MCCSC) Board of School Trustees values the racial, ethnic, cultural, sexual orientation, gender, gender identity, neurodivergent, religion, and socioeconomic diversity that is represented throughout our schools and community.

The MCCSC Board of School Trustees acknowledges the historical, complex and contemporary realities of systemic policies, practices, procedures and behaviors that perpetuate racial inequities in our schools. We recognize that significant racial disparities exist in academic achievement, exclusionary discipline outcomes, advanced course participation, special education identification, and graduation rates. These inequities consistently compromise meaningful access and opportunities for students from all racial and ethnic backgrounds, including Black, Indigenous, and People of Color (BIPOC).

With this policy and the corresponding administrative guidelines and procedures, the Board commits to being proactively anti-racist in our policies, making it clear that a racially hostile environment will not be tolerated in our school corporation.

The purpose of this policy is to confront, mitigate and eliminate racism, racist behaviors and microaggressions in all forms. We affirm our commitment to establishing and maintaining a racially safe and inclusive school environment and community grounded in educational equity, that values, respects, and honors student voice and belonging (Mitra, 2009). We commit to disrupt and dismantle any and all practices and behaviors that do not center equity and that result in disparate educational outcomes between racial and other marginalized groups.

Core Beliefs and Commitments

Every MCCSC student and staff member deserves a safe, respectful, and inclusive learning environment in which their racial and ethnic diversity is valued and contributes to successful educational experiences and outcomes. It is imperative that we identify and eliminate organizational barriers that create disadvantages for students and families while advantaging others. The Board of School Trustees and educators of MCCSC commit to providing a high-quality education and responsive learning environment for every student regardless of their race, zip code, sexual orientation, first language, ability or country of origin.

We believe that MCCSC can achieve racial equity by adhering to the following anti-racist beliefs and by accountably aligning anti-racist policies and practices with these beliefs:

- We believe that it is our responsibility and moral obligation to recognize and challenge biases, discrimination, and racism in our schools and community.
- We believe that our cultural identity, attitudes, perceptions, and cultural competence significantly influence our teaching and our own practices.
- We believe that our diversity is our strength and our schools are stronger when educators recognize, value and represent the voice and perspectives of our historically marginalized and underrepresented students and staff of color and other diverse groups.
- We believe that all students will succeed in our schools and pursue their aspirations when they have full access to opportunities and the on-going systemic support they need.
- We believe in supporting high achievement by building upon cultural strengths and assets that are inherent within each student.
- We believe that positive outcomes are possible when systemic barriers are deliberately removed and the efforts are sustained.

Policy Objectives

As a corporation, we strive to eliminate opportunity gaps and achieve excellence by providing meaningful access to schools, resources, opportunities, and experiences according to the unique needs of every student by being actively anti-racist. Seeking to be anti-racist, as a policy objective, means we are addressing the root causes of racial inequity, to work toward ensuring that academic, socioeconomic, and opportunity differences will not be predictable by race. Our policy strives to accomplish the following:

1. To create a racially safe, inclusive, and accepting learning environment for every student,
2. To raise the academic achievement of all students,
3. To provide instruction centered on principles of equity,
4. To eliminate predictability in student outcomes and educational experiences according to race,
5. To actively center equity in the development of all newly created and revised policies, and
6. To provide opportunities that include diverse student perspectives, voice, and lived experiences in the development of corporation and school wide programs, practices and procedures.

Implementation and Accountability

The Superintendent, or designee, will implement a plan addressing the following items with clear accountability and metrics for each. At the earliest opportunity, the Superintendent or designee will provide the Board with a timeline and benchmarks toward completion of the plan. In order to allow for Board input and community feedback on the extent to which the plan is meeting the goals set forth in this policy, the Superintendent or designee will publicly report on progress in development of the plan to the Board on at least a quarterly basis.

1. Build individual and collective capacity among district staff to effectively teach all students through ongoing and systemic professional development, including but not limited to anti-bias, inclusive practices, and equitable approaches.
2. Engage students and staff in collaborative educational opportunities so that they are equipped to recognize and respond effectively to microaggressions, bias, and racism.
3. Establish a baseline understanding of the current state of our school environment and conducting an ongoing evaluation through equity audits and student/staff culture and climate assessments.
4. Provide simple, transparent, and accessible policy guidance, and a safe incident reporting system to make it clear that any act of racial discrimination (which may include race-based bullying and harassment, and other behaviors or threats of harm) by administration, staff, or students will not be tolerated in MCCSC schools.
5. Respond to reports of harassment of members of marginalized groups immediately, through the development of a process and template for written investigation responses and follow-up procedures.
6. Expand recruiting, hiring, retaining and supporting practices that attract racially, linguistically, and culturally diverse employees that reflect our student population.
7. Develop measurement, interventions, and training with the goal of reducing and eventually eliminating racial/ethnic disparities in exclusionary discipline in MCCSC.

To ensure the implementation and sustainability of efforts in these seven areas, the plan developed by the Superintendent or designee will specify, for each item: a) the nature of the problem being addressed, b) the current status of the district with respect to each item, c) a timeline for implementation, d) description of the funds and professional development needed for full implementation, e) baseline data and assessment procedures for measuring progress and f) targets indicating success of the plan in each area.

Sanctions and Monitoring

The Board of School Trustees recognizes that racism, racist behaviors, and microaggressions must be firmly and consistently addressed in order for MCCSC to comply with the purpose, commitments, and objectives of this policy.

The Monroe County Community School Corporation is therefore committed to providing racially safe and inclusive learning environments and equitable experiences for all students, free from harassment and discrimination.

The Superintendent or designee shall vigorously enforce its prohibitions against racial harassment and discrimination. While observing the principles of due process and the desire for progressive discipline, a violation of this policy may result in disciplinary action up to and including the suspension/expulsion of a student. All disciplinary action will be taken in accordance with applicable State law and corporation policy.

The Board of School Trustees shall receive semi-annual reports on racial harassment and discrimination incidents, including incident response timelines and disciplinary action taken. The level of report detail shall be to the extent permitted by law.

Key Terms and Definitions

MCCSC acknowledges that race is a social structure that will change over time. Consequently, the following definitions must be evaluated regularly and updated when needed.

- **Anti-Racism:** The work of actively opposing racism by advocating for changes in political, economic, and social life (National Education Association).
- **Bias:** Bias can be both implicit, meaning unconscious or explicit, and it is a tendency to believe that some people, ideas, etc., are better than others which usually results in treating some people unfairly.
- **Culturally Responsive Practices:** Practices that involve recognizing and incorporating the cultural histories, practices, languages, and lived experiences as assets and strengths all students bring into the classroom, and ensuring that learning experiences, from curriculum through assessment, are relevant to all students.
- **Discrimination:** The unfair or prejudicial treatment of people and groups based on characteristics such as race, gender, religion, gender identity, age, or sexual orientation.
- **Diversity:** Diversity is the range of human differences, including but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability or attributes, religious or ethical values system, national origin, and political beliefs.
- **Educational Equity:** When educational policies, practices, interactions, and resources, are representative of, constructed by, and responsive to all people such that each individual has access to, can meaningfully participate, and has positive outcomes from high-quality learning experiences that empowers them towards self-determination and reduces disparities in outcomes regardless of individual characteristic and cultural identities. (Fraser, 2008: "Great Lakes Equity Center," 2021)

- **Ethnicity:** Ethnicity refers to shared cultural characteristics such as language, ancestry, practices, and beliefs. For example, people might identify as Latine or another ethnicity. Be clear about whether you are referring to a racial group or to an ethnic group.
- **Historically Marginalized:** Historically marginalized refers to certain groups and communities that experience discrimination and exclusion (social, political and economic) because of unequal power and access to resources and opportunities throughout the history of a society and continue to experience various forms of discrimination and exclusion in the present day.
- **Inclusion:** A process of valuing the contributions of individuals from all backgrounds and abilities brought to a space, embracing the challenge and benefits of diversity, promoting the full participation of diverse people, and reducing exclusion of individuals within learning, working and living spaces (UNESCO, 2005).
- **Intersectionality:** The interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage.
- **Marginalized:** To exclude or ignore a person or specific group of people, especially by relegating them to the periphery or by diverting attention, resources or opportunities away from them.
- **Microaggression:** Microaggressions are the everyday slights, insults, put-downs, invalidations and offensive behaviors that people of marginalized groups experience in daily interactions with generally well-intentioned people who may be unaware of their impact. Microaggressions are reflections of implicit bias or prejudicial beliefs and attitudes beyond the level of conscious awareness (Sue, 2021). Microaggressions cause harm.
- **Neurodiversity:** A nonmedical term that describes people whose brain develops or works differently for some reason. This means the person has different strengths and struggles from people whose brains develop or work more typically.
- **Oppression:** A set of policies, practices, traditions, norms, definitions, and explanations (discourses), which function to systematically exploit one social group to the benefit of another social group (Sensoy & DiAngelo, 2012, p. 39).
- **Opportunity Gap: Disparities in outcomes that occur as a result of the** unequal or inequitable distribution of educational resources and opportunities on the basis of race, ethnicity, or socioeconomic status or other factors; resources may include staffing, academic supports, social and emotional supports, high-quality curriculum, and other programs.
- **Prejudice:** Prejudice is a bias or a preconceived opinion, idea, or belief about something or someone. An unfair feeling of dislike for a person or group because of race, sex, religion, etc.
- **Progressive discipline:** The use of incremental interventions to address inappropriate behavior with the ultimate goal of teaching socially acceptable behavior.
- **Race:** Race refers to physical differences that groups and cultures consider socially significant. For example, people might identify their race as Aboriginal, African American or Black, Asian, European American or White, Native American, Native Hawaiian or Pacific Islander, Māori, or some other race. Race is a

social construct that is not universal, so one must be careful not to impose racial labels on ethnic groups.

- **Racism:** An oppressive system rooted in overt and covert harmful beliefs and actions of both individuals and institutions that unequally distribute privileges, resources, and power based on race, and in which one race/color group benefits from dominating another and defines itself and others through this domination (Great Lakes Equity Center, 2016).
- **Slur:** Speech, epithets, insults, threats, verbal abuse, use of profanity, or derogatory comments that refer to a real or perceived race, ethnicity, national origin, immigrant status, religious belief, gender, sexual orientation, age, ability, political affiliation, social class, socioeconomic status, neurodivergent, physical or cultural characteristics. Due to the cultural and historical background of racial slurs there is no context in which it is acceptable for students or staff to use them.
- **Systemic Racism:** Systemic racism includes the policies and practices entrenched in established institutions including schools, which result in the exclusion or promotion of people groups based on race.

Cross References

[Monroe County Community School Corporation Strategic Plan 2021-2025](#)

[Policy 2260 Nondiscrimination and Access to Equal Educational Opportunity](#)

[Policy 5517 Anti-harassment](#)

[Policy 5517.01 Bullying](#)

[Policy 5600 Student Discipline](#)

[Policy 8400 School Safety](#)

[Student Handbook Statement on Anti-Racism Microaggression](#)

[Resolution 2021-10 Social Justice](#)

[Title VI of the Civil Rights Act of 1964](#)

Research References

González, T., Monzalvo, A., & Silvers, M. (2022). Teaching and learning as cultural endeavors. Equity by Design. Midwest & Plains Equity Assistance Center (MAP EAC).

Jeffrey, A., & Bograd, S. (2021). How Students Can Help Build Better Education Policy. Center for American Progress. <https://www.americanprogress.org/wp-content/uploads/2021/07/StudentVoice-brief.pdf>

Mitra, N., Garcia, A., & Morrell, E. (2015). Doing youth participatory action research: Transforming inquiry with researchers, educators, and students. New York, NY: Routledge.

Mitra, D.L. (2009). Student Voice and Student Roles in Education Policy and Policy Reform. In Sykes, G., Schneider, B., & Plank, D.N. (Eds.), Handbook of Education Policy Research (1st ed.) Routledge. <https://doi.org/10.4324/9780203880968>

Mitra, D.L. & Gross, S. J. (2009). Increasing student voice in high school reform: Building partnerships, improving outcomes. Educational Management Administration & Leadership 37 (4), 522-543. <http://www.buildingpublicunderstanding.org/assets/files/increasingstudentvoiceinhighschoolreform.pdf>

Paris, D. (2017). On Culturally Sustaining Teachers. Equity by Design: Midwest & Plains Equity Assistance Center (MAP EAC). Retrieved from: http://glec.education.iupui.edu/Images/Briefs/DParis_ongculturallysustainingteachers.pdf

Sue, D. (2021). *Microaggressions: Death by a Thousand Cuts* (<https://www.scientificamerican.com/article/microaggressions-death-by-a-thousand-cuts/>)

[Policy 5518 - Anti Racism 2.28.23_Arabic.pdf \(504 KB\)](#)

[Policy 5518 - Anti Racism 2.28.23_Chinese.pdf \(415 KB\)](#)

[Policy 5518 - Anti Racism 2.28.23_Korean.pdf \(335 KB\)](#)

[Policy 5518 - Anti Racism 2.28.23_Spanish.pdf \(199 KB\)](#)