

As of 01/25/2021

Policy Title:	Anti-Racism Policy	Policy ID:	
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I. Purpose of Policy

The purpose of this policy is to eliminate all forms of racism in the White River Valley Supervisory Union. The goals of this Anti-Racism policy include:

1. Promoting critical thinking regarding the history, contribution, and perspectives of diverse ethnic and social groups, specifically those traditionally excluded from K-12 education;
2. Incorporating classroom content and strategies that enable students to safely explore questions of identity and membership in diverse ethnic and social groups, race equality, and racism; and
3. Creating engagement opportunities that provide families with a welcoming means of raising any concern about their child's experience as it relates to racial, ethnic, or social identity at school.¹
4. Create measures to ensure that students leave the school district with a baseline understanding of anti-racism; acknowledging racial inequities and its role in creating differing lenses.
5. Develop a space for those harmed by racism to be able to report their experiences through a confidential, non-punitive platform
6. Recognizing that anti-racism is a lifelong cultural shift which requires community support and action

II. Policy Scope

This policy applies to all schools, facilities and programs in the White River Valley Supervisory Union and to all members of the Supervisory Union including, but not limited to, students, staff, volunteers, visitors, and teachers.

III. Definitions

Anti-racism: the practice of identifying, challenging, and changing the values, structures and behaviors that perpetuate systemic racism.²

¹ H.3 (Act 1) (g)(2)(A)(i-iii)(B)

² Alberta Civil Liberties Research Centre, Anti-Racism Defined, <http://www.aclrc.com/antiracism-defined>, Ontario Anti-Racism Secretariat.

BIPOC: Black, Indigenous, People of Color. The term intentionally separates Black and Indigenous communities from the term “people of color” to acknowledge the heightened layers of systemic oppression these communities face in this country.³

Brave Spaces: a non-physical space within a school or organization designed to help create an environment that allows individuals to engage with one another over controversial issues like race, diversity, and social justice with honesty, sensitivity, respect. The intention is to help reassure those who feel anxious about sharing their thoughts and feelings regarding these sensitive and controversial issues.⁴

Ethnicity: the social characteristics that people may have in common, such as language, religion, regional background, culture, foods, etc. Ethnicity is revealed by the traditions one follows, a person’s native language, and so on.

Explicit Bias: Biases we are aware of on a conscious level. Explicit bias is the traditional conceptualization of bias. Overt racism and racist comments are examples of explicit biases (for example, feeling threatened by another group and delivering hate speech as a result).⁵

Implicit (Or Unconscious) Bias: An unconscious association, belief, or attitude toward any social group.⁶ These biases often arise as a result of trying to find patterns and navigate the overwhelming stimuli in this very complicated world. Culture, media, and upbringing can also contribute to the development of such biases.⁷

Individual Racism: pre-judgment, bias, or discrimination by an individual based on race. Individual racism includes both privately held beliefs, conscious and unconscious, and external behaviors and actions towards others.

Institutional Racism: occurs within institutions and organizations, such as schools, that adopt and maintain policies, practices, and procedures that often unintentionally produce inequitable outcomes for people of color and advantages for white people.

Racism: The marginalization and/or oppression of people of color based on a socially constructed racial hierarchy that privileges white people.⁸

³ <https://www.nytimes.com/article/what-is-bipoc.html>.

⁴ Brian Arao and Kristi Clemens, *The Art of Effective Facilitation: Reflections from Social Justice Educators*, Chapter 8: “From Safe Spaces to Brave Spaces” (2013), <https://sites.lsa.umich.edu/inclusive-teaching-2/wp-content/uploads/sites/732/2016/06/From-Safe-Spaces-to-Brave-Spaces.pdf>.

⁵ <https://www.justice.gov/crs/file/836431/download>.

⁶ <https://www.verywellmind.com/implicit-bias-overview-4178401>.

⁷ <https://www.simplypsychology.org/implicit-bias.html>.

⁸ <https://www.adl.org/racism>.

Systemic or Structural Racism: The way in which public policies, institutional practices, cultural representations, and other norms work in various ways to reinforce and perpetuate racial group inequity. It is not something we as individual members of society actively choose to practice, instead it is a feature of the social, economic, and political systems in which we all exist. It refers to the history, culture, ideology, and interactions of institutions and policies that perpetuate a system of inequity that is detrimental to communities of color.

White Privilege: a web of institutional and cultural treatment and exemption from racial and national oppression that results in preferential treatment for white people.⁹

White Supremacy or Superiority: the political, economic, and cultural systems in which white individuals overwhelmingly control power over material resources—a form of dominance and control, and not just the overt hate of one group towards another.

IV. Policy Statement

It is the policy of the District to:

1. Affirm the need to provide safe educational spaces of learning for all students.
2. Oppose teachings that perpetuate white supremacy, superiority and/or privilege by acknowledging the violence, disenfranchisement, and bigotry these topics depict before a lesson begins because doing otherwise would be equivalent to claiming these prejudices never existed and individuals are not harmed by them every day.
3. Commit to a collective responsibility within the District to address, eliminate, and prevent actions, decisions, and outcomes that result from and perpetuate racism.
4. Eliminate inequitable practices that create prejudicial or disparate outcomes for students based on social or cultural factors, such as race, class, ethnicity, religion, gender, or gender identity.¹⁰
5. Respect and champion the diversity and varied life experiences of all community members which contribute to the District's goals of inclusivity, equity, and justice.
6. Acknowledge that racism is often compounded by other forms of discrimination.
7. Establish a procedure to effectively deal with racially-motivated conflicts that explicitly recognizes that anti-harassment procedures are insufficient to deal with conflicts of this nature.

⁹ Racial Equity Tools, <https://www.racialequitytools.org/resourcefiles/martinas1.pdf>.

¹⁰ Albemarle County Public Schools, *Anti-Racism Policy*, <https://www.k12albemarle.org/acps/division/anti-racism-policy/Pages/policy.aspx>, (last visited: June 9, 2020)

Responsible Owner:	White River Valley Supervisory Union	Contact(s): email	
Approved By:		Revision History:	
Approval History:			
Current Approval Date:			
Related Policies & Procedures:			
Related Job Aids:			

Title:	<u>Anti-Racism Procedures</u>	Policy ID:	
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Purpose of Procedures: To eliminate all forms of racism in the White River Valley Supervisory Union by creating actionable steps to ensure implementation of the Anti-Racism Policy.

The following procedures will be implemented throughout the White River Valley Supervisory Union (See policy for definitions):

1. The following public statement will be posted in all School District facilities and on the District website. In all locations it will be posted in a high foot traffic location visible to students, staff, and visitors.

The public statement shall read:

“White River Valley Supervisory Union rejects all forms of racism. Racism in any form will not be tolerated here. This District is committed to increasing cultural respect by cultivating a greater collective understanding of diversity, inclusion, equity, implicit bias, white privilege, white supremacy, and systemic racism.”

This statement shall also be included in the student handbooks provided to students and families and shall be translated into other languages and be made available for families with limited English proficiency, if and when needed.

2. The District shall establish an organization or committee of current students, former students, and community members to promote equity and diversity and to serve as leaders and spokespersons within the District. Current students can include middle school and high school representatives.

3. The District shall proactively seek to recruit or hire diverse faculty and staff to their schools, with a focus on retention.
4. The District shall develop a systematic approach to assessing and monitoring institutional climate, ensuring that implicit bias and its potential consequences are understood, and that people of diverse backgrounds feel welcome and respected.
5. The District shall implement alternative discipline processes, such as restorative justice, to reduce racial disparities in discipline and suspension.
6. The District shall create a data collection process to specifically incorporate racially-motivated incidents. This data shall be used to measure frequency of racial incidents as part of the growth of evidence required in the Superintendent report.
7. When school administrators determine a student has committed a racist act, the student will be provided the opportunity to learn about the impact of their actions on others through such practices as restorative justice, mediation, role play or other policies or training resources.
8. All curriculum within the District shall be in compliance with Vermont State Law H.3 (Act 1); An act relating to ethnic and social equity studies standards for public schools.
9. The District must provide students the ability to create affinity spaces for BIPOC individuals to convene and rehabilitate when dealing with racially-driven incidents.
10. The District is required to establish education and training plans for teachers who consistently contribute to principles and values contrary to the Anti-Racism Policy.
11. Training:
 - a. All teachers and school staff shall be trained in the Anti-racism policy.
 - b. All teachers and administrators shall be trained in conflict resolution.
 - c. All teachers and staff shall be trained about racism and how racism produces inequitable practices and outcomes in the school system and beyond.

12. Enforcement:

- a. Every year, the District shall budget monies towards addressing racism through training and/or activities for school staff, teachers, and students.
- b. The Superintendent shall be responsible for implementation and evaluation of District strategies for actualizing the goals outlined in this policy.
- c. On a two year cycle, the Superintendent shall collect, review, and provide a report to the School Board regarding racial disparities in areas including, but not limited to, student achievement, enrollment, suspension/discipline, graduation rates, and gifted identification. The report shall also present the most recent data available on racially-driven incidents. The report shall not identify individual students; instead data must be reported using whole numbers or percentages. These written reports shall also be made available to the public.
- d. Processes for students and staff to report racism and other forms of discrimination shall be established and shall include a way for such reports to be submitted anonymously.
- e. The White River Valley Supervisory Union shall develop and implement a zero-tolerance policy for current full-time staff including but not limited to; volunteers, visitors, and sports coaches.
- f. The Superintendent shall appoint an individual or group to oversee development of a check-point evaluation system to ensure district members are holding themselves accountable to the policy.

Other considerations:

- Do we want to add something about social media?