The Cincinnati Public Schools Board (“Board”) and the Cincinnati Public Schools (“District”) reject all forms of racism as destructive to the District’s mission, vision, values, and goals. The Board is committed to the following principles:

- Establishing and sustaining a school community that shares the collective responsibility to address, eliminate, and prevent actions, decisions, and outcomes that result from and perpetuate racism.
- Embracing the diversity within our District while actively eliminating practices that perpetuate the disparities among our students so that all students have the opportunity to benefit equally referenced in the District’s Equity and Excellence in Education Policy (2255).
- Respecting and championing the diversity and life experiences of all community members to support the school District’s mission, vision, values, goals, and objectives.
- Acknowledging that racism is often compounded by other forms of discrimination, including, but not limited to, those protective classes referenced in the District’s Non-discrimination and Access to Equal Educational Opportunity Policy (2260).

Purpose

The purpose of this policy is to eliminate all forms of racism from the District in conjunction with related Board policies.

In this District, there are significant disparities between racial groups in student academic performance, achievement, and participation in academic programs. These include disparities in discipline rates, economic advantages, Students with Disabilities identification, Advanced Placement, gifted and enrichment services, athletics, arts, and extracurricular activities.
These equity gaps exist because of historical inequitable access to opportunities that have significant intergenerational effects and perpetuate economic, social, and educational inequity on certain communities of color. However, racial inequities were created over time and can be eliminated. Similarly, personal prejudice is learned and can be unlearned. Educators play a vital role in reducing racism and inequity by recognizing the manifestations of racism, creating culturally inclusive learning and working environments, and dismantling educational systems that directly or indirectly perpetuate racism and privilege through teaching, policy, and practice.

Anti-Racism Policy Regulations

These regulations are designed to dismantle the individual, institutional, and structural racism that exists in the District. The Board directs the following action:

*Policy Communication*

Each school shall post a public statement against racism in a location visible to students, staff, and visitors entering the school. The District will also post a public statement in high traffic locations at its main offices and on the District website. The public statement shall read: “Cincinnati Public Schools is committed to establishing and sustaining an equitable community that achieves the District’s equity mission to end the predictive value of race and ensure each individual student’s and staff’s success. The Cincinnati Public Schools Board and District reject all forms of racism as destructive to their mission, vision, values, and goals.” The District’s harassment hotline number (363-0111) should be included along with postings.

The Board shall establish an organization or committee of students in the District to promote equity and diversity and to serve as leaders and spokespersons within their schools and the District.

This policy shall be included in student handbooks provided to students and families.

This policy shall be translated into other languages and be made available for families.

*Leadership and Administration*

The Board shall address systemic racism as follows:

Develop and conduct a systemic Equity Needs Assessment for the District to identify processes and practices that cause or contribute to inequitable outcomes. The Assessment shall also include an inventory of what equity-related data is currently collected by the District. Following the assessment, strategies will be developed and implemented to address the identified issues.

To address disparities in course participation (including AP/honors participation):

All school staff making class recommendations shall provide a written electronic explanation for the recommendation to students and/or families.

School counselors shall be responsible for educating students and families as equitable partners in the selection process and course sequencing.

Middle and high schools will offer opportunities for supplementary coursework, such as summer bridge programs or tutoring during or after school, to students interested in moving to higher level courses.
The Board shall implement alternative discipline processes, such as restorative practice, to reduce racial disparities in discipline and suspension.

To ensure consistency in student discipline, each school shall collect and, at least annually, report data on all disciplinary actions. The data shall include the student’s race/ethnicity, gender, socio-economic status, special education, and English Language Learner status, as well as a written explanation of the behavior leading to discipline and the specific corrective action taken.

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 practices, mediation, role play or other explicit policies or training resources.

This policy ensures the understanding that racial misconduct is unacceptable and prohibited. All District staff are encouraged to reflect upon the issue of racial misconduct and how it may impact their professional standing, as racial misconduct directly affects the lives and conducts of others.

Such racial misconduct, on and off school grounds, includes but is not limited to inappropriate racial comments, slurs, jokes, pictures, objects, threats, physical assaults, intimidation, unequal application of policies, and unequal or biased grading. This encompasses offensiveness and misconduct that does not reach the level of racism, and misconduct that is sufficiently severe and pervasive that it rises to the level of racial harassment or discrimination.

Complaints of racial misconduct should be reported and resolved in accordance with the District’s Prohibition Against Harassment Of Students And Staff Policy (2260.02).

Curriculum and Instruction

Curriculum and instructional materials for all grades shall reflect cultural and racial diversity and include a range of perspectives and experiences, particularly those of historically underrepresented groups of color.

All curriculum materials shall be examined for racial bias by the District’s Curriculum Department. Where materials reflect racial bias, teachers utilizing the materials will acknowledge the bias and communicate it to students and parents.

The Board and District shall implement an anti-racist curriculum and provide educational resources for students at every grade level.

Student in-class and extra-curricular programs and activities shall be designed to provide opportunities for cross-cultural and cross-racial interactions to foster respect for cultural and racial diversity. The Board shall support interschool activities that will allow students to experience the diversity within the District.

Training

All Board and District staff shall be trained in this anti-racism policy.

All teachers and administrators shall be trained in cultural awareness and/or culturally responsive teaching practices. Additionally, they will be trained in anti-racist practices; including, but not limited to, recognizing implicit bias. Culturally responsive teaching practices shall be incorporated into Board
approved appraisal systems, including the teacher appraisal system and the administrator performance appraisal.

All District staff shall be trained about racism and about how racism produces inequitable practices and outcomes.

**Hiring Practices**

All candidates being considered for hire within the district will be asked appropriate questions to gauge their understanding of anti-racist practices. Additionally, candidates will be screened for implicit and explicit biases.

**Policy Enforcement**

Staff shall collect, review, and provide an annual report to the Board on data regarding racial disparities in areas including, but not limited to, student achievement, enrollment, suspension/discipline, graduation rates, and gifted identification. The report shall also include evidence of growth in each area outlined by the anti-racism policy (i.e., communication, leadership and administration, curriculum and instruction). The written reports shall also be made available to the public, to the student diversity committee, and to school equity teams.

The District's administration shall be responsible for implementation and evaluation of District strategies for implementation. Adequate resources shall be appropriated.

The District shall ensure there are various, including anonymous, means for students and staff to report racism and other forms of discrimination.

**Definitions** - adapted from various sources including the Government Alliance on Race and Equity at www.racialequityalliance.org

- **Racism**: defined as a system of structuring opportunity and assigning value based on the social interpretation of how one looks (which is what we call “race”), that unfairly disadvantages some individuals and communities, unfairly advantages other individuals and communities, and saps the strength of the whole society through the waste of human resources. (Dr. Camara Jones)
- **Anti-racism**: the practice of identifying, challenging, and changing the values, structures, and behaviors that perpetuate systemic racism.
- **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 and their districts, that adopt and maintain policies, practices, and procedures that often unintentionally produce inequitable outcomes for people of color and advantages for white people.
- **Structural (or systemic) racism**: encompasses the history and current reality of institutional racism across all institutions and society. 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.