



Book	BYLAWS AND POLICIES
Section	1000 ADMINISTRATION
Title	RACIAL EQUITY MINDSET, COMMITMENT, & ACTION
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## 1) RACIAL EQUITY

- a. Racial equity refers to the condition that would be achieved if one's racial identity, in a statistical sense, did not determine how one fares.
- b. Racial equity is also a commitment that resources are distributed based on need, recognizing that "equal" treatment, opportunities, and resources are not enough within the context of historical and structural racism and discrimination that continue to manifest in our society.
- c. This includes the elimination of policies, practices, attitudes, and cultural messages that reinforce differential outcomes or fail to eliminate them.

## 2) DEFINITIONS

- a. For the purposes of this policy and norming language across the organization, the following terms shall have these meanings:
  - i. **Race** – A false classification of human beings, created during a period of worldwide colonial expansion, by Europeans using themselves as the model for humanity for the purpose of assigning and maintaining white access to power and advantage. This classification developed into a social construct that has real life implications for all individuals within a society.
  - ii. **Ethnicity** – Groups that share a common identity-based ancestry, language, or culture. It is often based on religion, beliefs, and customs as well as memories of migration and colonization.
  - iii. **People of Color** – Refers to individuals who may identify as Black or African – American, Asian, South Asian, Middle Eastern, Pacific Islander, Latinx, Indigenous, and multiracial. Often used interchangeably with the term "black and brown."
    - A. **Latinx** – Relating to people of Latin American origin or descent (used as a gender-neutral or non-binary alternative to Latino or Latina).

- iv. **Racism** – Social and institutional power combined with racial prejudice. It is a system of advantage for those considered white, and of oppression for those who are not considered white. It is a white supremacy system.
  - A. **Color-blind Racism** – A present day racial ideology that holds the belief that people, institutions and policy makers should try to ignore race in order to claim a desire to treat all persons equally but having the effect of justifying oppression. Color-blindness uses a set of ideas, phrases, and stories to discount racial oppression. Furthermore, color-blindness plays on the myth that the social realities of race and racism have all but disappeared as a factor shaping the life changes of all Americans.
  - B. **Institutional Racism** – Policies and practices in institutions or organizations that result in oppressing people of color while maintaining white supremacy regardless of the intent or consciousness of individuals in the institution.
  - C. **Structural Racism** – Systems (e.g. educational, economic, criminal justice, healthcare, etc.) that oppress people of color while maintaining white supremacy.
  - D. **Anti-Racism** – Efforts and ideas that challenge and resist racism of all types with an emphasis on institutions, structures, and systems rather than primarily focusing on individuals who are socialized in a society built on racist ideologies, policies, and practices.
- v. **White Supremacy** – A historically based, institutionally perpetuated system of exploitation and oppression of continents, nations, and peoples of color by White peoples and nations originating from the European continent for the purpose of maintaining and defending a system of wealth, power, and advantage.
- vi. **Privilege/Advantage** – Unintentional advantage a person has by being a member of the dominant group in any given environment (race, class, able bodied, gender, sexual orientation, etc.)
- vii. **Bias** – The attitudes or stereotypes that affect one's understanding, actions, and decisions in a conscious or unconscious manner (e.g. feelings about other people based on characteristics such as race, ethnicity, age and appearance).
  - A. **Implicit Bias** – Refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.
- viii. **Oppression** – A relationship of dominance and subordination between groups of people in which one benefits from the systematic abuse, exploitation, and/or injustice directed toward the other.
- ix. **Intersectionality** – Framework that explores the dynamic between co-existing identities (e.g. black, woman, poor, lesbian) and connected systems of oppression (e.g. racism, sexism, classism, homophobia).
- x. **Racial Disproportionality** – The ratio between the percentage of persons in a racial or ethnic group at a particular decision point or experiencing an event (e.g. maltreatment, incarceration, school dropouts, suspensions/expulsions, etc.) compared to the percentage of the same racial or ethnic group in the overall population.

- xi. **Racial Disparity** – Unequal outcomes experienced by one racial or ethnic group when compared to another racial or ethnic group (in contrast, disproportionality compares the proportion of one racial or ethnic group to the same racial or ethnic group in the population).
- xii. **Educational equity**- Increasing academic achievement for all students while narrowing the gaps between the lowest and highest performing students.
- xiii. **Opportunity gaps** – Refers to the ways in which race, ethnicity, socioeconomic status, English proficiency, community wealth, familial situations, experience of homelessness, technological proficiency or other factors contribute to or perpetuate lower educational achievement and attainment for certain groups of students.

### **3) GENERAL POLICY STATEMENT**

- a. Indianapolis Public Schools (District) empowers and educates all students to think critically, creatively, and responsibly to embrace diversity and to pursue their dreams with purpose. The Board of School Commissioners (Board) is committed to creating an IPS community where student outcomes cannot be predicted by race or ethnicity.
- b. The Board acknowledges the history of racism and legalized segregation in the City of Indianapolis, the state of Indiana, and our country.
- c. As well as the District's past of actively participating in maintaining a system of racial inequality in the City of Indianapolis through its actions and inactions, policies and practices, budgets and priorities, advocacy and silence, and by too often privileging the prejudice of white parents over the interests of Black and Brown students.
- d. The Board also acknowledges how the implications of these actions continue to impact students and communities of color today.
- e. IPS is committed to identifying and correcting practices and policies that perpetuate the opportunity gap and institutional racism, within the District, in all forms in order to provide all its students with the opportunity to succeed.
- f. The purpose of this policy is to establish a framework for the mitigation or substantial reduction of bias, particularly racism and cultural bias, as well as factors affecting student achievement and learning experiences, and to promote learning and work environments that respect and value diversity, equity, inclusion, and belonging.
- g. Furthermore, the purpose is to establish actions that the District shall take to address disparities and disproportionalities in educational opportunity and achievement.

### **4) RESPONSIBILITIES**

- a. The Board shall consider the values stated in this policy in conducting its business and in exercising its responsibilities to the students, families, and staff of Indianapolis Public Schools.
- b. District staff shall within the parameters of their various duties and responsibilities comply and execute such plans as are designed to address the values and directions included in this policy.

- c. Every IPS staff member has the collective responsibility to make such suggestions to appropriate authority to improve the ability of the District to reduce the achievement and opportunity gaps that exist.
- d. It is the expectation that all IPS employees, Innovation Network School employees, and community partners believe that every student is capable of success, deserving of respect, and valuable to our community.
- e. The Board, Superintendent and employees will work with students, families, and community stakeholders to identify barriers to achievement and opportunities for academic success.

## **5) COMMITMENTS & ACTIONS**

- a. The District will strengthen and expand its racial equity work to eliminate opportunity gaps and build the capacity of team members to persistently identify, and address individual bias, as well as disrupt institutionally racist, structures, and policies within the District.
- b. The Superintendent shall report annually to the Board and community regarding district performance goals for academic achievement contained in the strategic plan and progress toward meeting these goals and closing the achievement gap.
- c. Create the infrastructure for all IPS staff members to have access to robust professional learning experiences around racial equity.
- d. Activate and respond accordingly to support the District's most vulnerable communities, especially in the event of an unprecedented crisis (e.g. global pandemic).
- e. Lead a collaboration of students, families, Innovation Network School partners, legislators, businesses, and other community stakeholders, who will partner with IPS to improve outcomes for all students.
- f. Through targeted partnerships and programs, continue to increase the diversity of candidate pools and ensure that the entire employee tenure, from application to resignation/retirement, is grounded in the District's racial equity goals.
- g. Intentionally ensure that all students have access to high quality culturally relevant curriculums and instructional materials.
- h. Foster organizational and school cultures that consistently hold space for conversations around racial equity amongst staff members, students, families, and District partners.
- i. Advocate for effective legislation that actively addresses the numerous inequities that many of our students and families experience (e.g. poverty, homelessness, food insecurity, etc.).
- j. Expand ongoing efforts to identify and address racial disparities and disproportionalities in school suspensions, expulsions, and academic outcomes.
- k. Continuously assess immediate actions that the District can take to further the racial equity initiative and accelerate student academic outcomes.

## **6) ADMINISTRATIVE GUIDELINES**

- a. The Superintendent shall establish in accordance with this policy such plans and procedures that may be necessary to accomplish its purpose and intent. Plans and procedures established shall include clear accountability for actions and oversight and shall include metrics for evaluation.