

Racial Equity Policy 7:12, Procedures: *NOTE: Prior to implementation, each aspect of this procedure shall be filtered through the [Racial Equity Analysis Tool](#).*

Accountability and Monitoring

In accordance with Board Policy 7:12, *Racial Equity Policy*, the administrative procedures shall include methods for accountability and metrics for evaluation of programs and plans therein. The Superintendent shall annually report to the Board and the community on the metrics and measures established to track implementation of this policy.

Procedure

In order to ensure the implementation of the racial equity policy and its twelve procedural components, the Executive Director of Equity and Student Success is responsible for oversight of policy implementation. Annually in June the Executive Director of Equity and Student Success shall present an accountability report to the Board of Education on the racial equity procedure implementation as outlined to the outcomes, impact, and metrics inclusive of benchmarks and recommendations.

To that point, implementation of each remaining component of this policy shall be filtered through the Equity Analysis. In the process of using the Equity Analysis for policy implementation, quarterly and semester executive summaries detailing outcomes and next steps shall be reported to the Office of Equity when appropriate.

Equity Analysis

In accordance with Board Policy 7:12, *Racial Equity Policy*, The administrative procedures shall include the use of a racial equity impact assessment tool to help decision makers consider racial equity when assessing policies, procedures, professional development, and other practices and choose options that mitigate the risk of racial inequity, implicit bias, and other unintended consequences. The administrative procedures shall further address professional development regarding the tool and establish a written process to guide use of the tool.

By using the Racial Equity Analysis Tool (REAT) below, District 200 will provide a common language and protocol to evaluate all policies, programs, practices, and significant decisions. The purpose of the tool is to mitigate and eliminate the presence of racial inequity, implicit bias, and other unintended consequences of decision making. The District 200 Racial Equity Tool is utilized to consistently, deliberately, and thoroughly apply a rigorous equity lens to the decision making process in order to remove structural barriers that impede access to opportunities for all students, with particular attention to removing barriers for those student groups who have been historically and currently marginalized.

Why and when to use?

The Racial Equity Analysis Tool provides a required set of guiding questions to determine if existing and proposed policies, resource allocations, curricular programming, professional development are likely to close the opportunity gap for marginalized populations in District 200. Leadership, faculty and staff across the district shall utilize this tool to consistently, deliberately, and thoroughly apply an equity lens to the decision making processes in order to remove structural barriers and provide greater access to opportunity for all students. Additionally, the use of this tool positions District 200 to affirm and sustain the multiple racial and cultural identities of our students.

Equity Analysis Professional Development:

Identified employees of District 200 shall be trained annually in the use of this tool

- Professional development shall take place bi-annually
- All new identified employees will be trained at the onset of the school year as part of their new hire orientation.

Procedure for using the Racial Equity Analysis Tool:

1. Establish the decision to be made by the board of education, administration, or department in School District 200.
2. Determine the appropriate stakeholders who will participate as initial committee members for the decision.
3. Complete and submit the Racial Equity Analysis Tool form. The information filled out on this form will be received by the Executive Director of Equity. The information will then be reviewed by the District Equity Leadership Team and the Executive Cabinet.
 - a. Follow the four steps listed in the Racial Equity Analysis Tool. Answer all questions in the analysis tool to determine the impact that a proposed decision could have on marginalized racial groups within the OPRFHS Community.
 - b. The Office of equity shall maintain a digital archive of racial equity analysis forms, related data and other evidence of equity analysis that have been completed.

District 200 Racial Equity Analysis Tool

Step One: Ensure Racial Equity

1. How are specific racial groups being advantaged or disadvantaged by this proposed policy, procedure, practice, or program decision?
2. How does this proposed policy, procedure, practice, or program decision actively address existing racial disparities and advance racial equity within the District 200 school community?
3. What are the present and potential negative impacts of the proposed policy, procedure, practice, or program decision on various racial groups in District 200?

Step Two: Set Outcomes, Identify and Engage Stakeholders

1. What are the desired racially equitable outcomes related to this proposed policy, procedure, practice, or program decision?
2. How will leadership identify and engage racial groups that are potentially advantaged or disadvantaged by this decision, and ensure that underrepresented voices are included in the dialogue relative to this proposal?

Step Three: Data Review

1. What data have been collected and analyzed to help determine the impact of this decision on equity and/or various groups of students and stakeholders?
2. How has leadership intentionally informed stakeholders affected by the policy, procedure, practice, or program decision of the data under review?

Step Four: Evaluate Success Indicators and/or Mitigation Plan

1. How will you evaluate and be accountable for making sure that the proposed action/solution ensures racial equity for stakeholders?
2. What resources are needed to make changes?
3. What is the implementation plan?

**Adapted with the permission of Portland Public Schools, Boston Public Schools, Race Forward, and Seattle Public Schools*

Equitable Practices, Procedures, and Programs

In accordance with Board Policy 7:12, *Racial Equity Policy*, the administrative procedures shall include a process for review of OPRFHS practices, procedures, and programs to consider whether they result in over- or under-representation of any group of students on the basis of race. If such disparity is found, the District will consider revision or elimination of the practice, procedure, or program.

Procedure:

Annually review all OPRFHS curricular and extra-curricular practices, procedures, and programs using the [Racial Equity Analysis Tool](#). Depending on the practice, procedure, or program under review, additional data points and considerations may be required upon request.

For evaluation of curriculum see the [Culturally Responsive and Relevant Teaching and Learning](#) procedure of Board Policy 7:12.

Resource Allocation

In accordance with Board Policy 7:12, *Racial Equity Policy*, the administrative procedures shall afford flexibility to differentiate resource allocation on the basis of student need in an effort to promote and provide equity in education while complying with all requirements of relevant state and federal law.

“Resource” A source or supply of money, material, labor, and assets from which some benefit is produced.

The principles of equity shall guide funding decisions in District 200. We are tasked with disrupting structures that create inequities in our school system as every student deserves access to high quality academic and social opportunities. Any decisions made regarding the allocation of resources within Oak Park and River Forest High School, shall be filtered through the [Racial Equity Analysis Tool](#).

The goal of these procedures is to produce equitable allocation of resources that foster high levels of student support and academic performance. Listed below are strategies that will afford flexibility of resource allocation based on student needs:

Closing Opportunity Gaps

- Annually examine past and present disparities in resource allocations and develop a system to equitably allocate resources based on student needs.
- Demonstrate equity in allocation of resources:
 - Professional Development
 - Services and resources identified to reduce opportunity gaps
- Annually measure the impact of grants and contracts applied for by the district to improve student outcomes.
 - Assessment of which student groups benefit from grant-funded programs or initiatives. If grants or contracts are not positively impacting student outcomes, the district shall not reapply for said grant.
- Annually measure the quality of community partnerships that provide opportunities for racially underrepresented students in District 200.

Discover new revenue and find trade-offs:

- Pursue increases in revenue at federal, state, and local levels as well as from philanthropic and corporate entities.
- Collaborate with the community and other constituencies to support relevant legislation to increase revenue.
- Explore trade-offs in spending in order to reallocate funds based on needs.

School-led investments:

- Explore the adoption of a Student Based Funding Model to deepen consideration of allocating resources based on student need.
- Allocate funds for students that generally require intensive and coordinated support.

- Clearly link expenditure on school initiatives, including the purchase of resources, additional support staff, additional teaching staff or professional learning, to the strategic plan.
- Allocate funds to support the district strategic plan, maximizing opportunities to explore innovative practices that support continuous improvement in student achievement.
- Use funding to support whole school programs and strategies as well as to support historically marginalized groups of students or individual students.

Increase impact of existing spending:

- Institutional Footprint
 - Allocate funds to support institutional changes that are necessary for OPRF facilities and classrooms to deliver more equitable programmatic and instructional models for historically marginalized groups, e.g. students of color and diverse learners.
- Human Capital
 - Partner with the Faculty Senate to strengthen our institutional culture around high quality teaching that is aligned with the district strategic plan and the best interest of students.
 - Increase the percentage of certified teachers of color to better reflect the diversity of student demographics
- Special Education
 - Invest in early intervention
 - Use funding to purchase additional teacher and/or school learning support time to best serve students and teachers
 - Allocate funding to support students who have additional needs with or without a formal diagnosis of disability.
 - A funding allocation adjusted annually to reflect changes in enrollment and student need.
 - Employ additional staff with specialist expertise to support teachers with instructional strategies and best practices.

Continuous Operational Improvement:

- Continuously work toward efficiencies in the following areas without compromising student rights to a quality education and community resources. Here is where we can start to free up funds to reinvest in OPRFHS and balance the budget:
 - District Office
 - Central Services
 - Transportation

**Adapted with the permission from Boston Public Schools*

Stakeholder and Community Engagement

In accordance with the Board Policy 7:12, *Racial Equity Policy*, the administrative procedures shall provide intentional, targeted outreach to community partners and families aimed at creating robust racially and culturally diverse stakeholder engagement, welcoming students and families, and educating stakeholders on services and resources available to them.

District 200 shall have targeted, authentic engagement with racially and culturally diverse students, families, and community to positively impact the education and social outcomes for people of color:

- Administration in collaboration with District 97, District 90, local governments, along with racially and culturally diverse community members shall develop a community education program on identity, race, and equity.
- Utilize annual surveys/assessments to identify the needs of all school community stakeholders, particularly underrepresented populations.
 - Disaggregate survey/assessment data by race to better understand levels of stakeholder and community engagement and their needs.
- Utilize Outreach Coordinator to intentionally engage racially and culturally underrepresented groups through mailings, email, social-media platforms, and robo calls, and social events with the purpose of connecting these groups with various school and community resources.
 - Outreach Coordinator maintains a record of outreach opportunities and the methods used to engage stakeholders.
- Administration shall provide annual sensitivity training for residency verification investigators.
- Administration shall have ongoing engagement with a student leadership advisory to share information and gather feedback on student needs.
- Annually host a resource fair to educate parents on available resources within the institution and broader community.
- Annually provide one community book study per school year to engage stakeholders in racial consciousness development.
- Administration shall have ongoing engagement with various parent organizations in order to provide support and gather feedback on stakeholder and community needs.
- Administration shall host two community conversations each year regarding equity in education in order to facilitate dialogue between school officials and community.

Diverse Workplace Initiatives

The administrative procedures shall include a plan to recruit, employ, support, retain, and develop racially and linguistically diverse and culturally responsive administrative, instructional, and support personnel throughout its divisions and departments. The procedures shall further address a plan to provide leadership and mentoring opportunities to racially and culturally diverse employees, procedures to track and report on diverse teacher retention, and a plan to identify, analyze, and address the causes of racially and culturally diverse employee turnover.

Our District's vision is dedicated to increasing the racial and linguistic diversity of our institution. The goal is to increase the diversity of our workforce to better reflect the diversity of our student population. We are committed to recruiting, onboarding, evaluating and supporting, recognizing and retaining diverse, highly talented employees that strive for equity and excellence for all students. This work extends to the systematic process of how we manage our talent search.

The administration will bi-annually review and revise the talent management procedures to ensure that the practices it identifies are being successfully carried out. The procedures to ensure an equitable hiring process can be found in the district's [Talent Management Plan](#).

- Bi-annual meetings and updates with Assistant Superintendent of Human Resources and annual reporting on metrics measuring efforts to have a faculty and staff that racially and culturally reflects the student body

Professional Development

In accordance with the Board Policy, 7:12, the administrative procedures shall include a plan to provide professional development to strengthen employees' knowledge and skills of strategies for eliminating bias and disparities in student achievement and district hiring practices. The procedures shall further address required professional development regarding strategies to limit and/or mitigate the harm of such disparities; implicit bias in hiring practices; cultural responsiveness; the historical roots of institutional racism; and equitable, inclusive, and anti-oppressive methods.

District 200 shall provide professional development focused on racial equity and inclusion at the systemic, institutional, and individual levels of its organization. Professional learning opportunities shall be provided to leadership, faculty, and staff in order to increase awareness of existing systemic inequities and foster adaptation of the culturally responsive mindset and skills. Listed below are ongoing professional development opportunities for the District 200 school community:

- Annually provide district wide professional development opportunities to the faculty and staff on:
 - Historical roots of institutional racism
 - Antiracist/Anti-oppressive methods
 - Culturally responsive mindset
 - Implicit Bias
- Provide induction training for new faculty, staff, and administrators that is focused on the culture of racial equity learning that is centered around:
 - Continuous development of the racial consciousness.
 - Eliminating racial predictability of academic and social outcomes
- Provide implicit bias training for faculty, staff, and administration that have been selected to participate on a hiring committee.

- Annually provide a minimum of two intensive workshops designed to build capacity for equity work and developing the racial consciousness of both new and existing faculty, staff, and administration.
- Utilize action research as the foundation to build the racial equity capacity and consciousness of all District 200 employees.
 - Analyze the dynamics of race within professional practices of educators
 - Deeply explore the manifestation of racial inequities within the professional practices of educators.
- Partner with colleges and universities where possible to assist with any element of these procedures

Welcoming School Environment

In accordance with the Board Policy 7:12, *Racial Equity Policy*, the administrative procedures shall include a plan to offer a welcoming, emotionally supportive, safe, inclusive culture that empowers all students and reflects and supports the diversity of its community, including students, parents, families, faculty, staff, and other community members.

To ensure that the needs of school community stakeholders are known and being addressed, District 200 shall annually conduct a culture and climate surveys of parents and students. The data will be disaggregated by key demographics including: race, gender, diverse learners, etc.

Administration will provide the appropriate support and services, including ongoing professional development, to ensure all faculty and staff are equipped to meet the goals listed below. Professional development will include but not be limited to Implicit Bias, Trauma Informed Response, and Restorative Practices.

Diverse, Inclusive, and Equitable Culture:

District 200 shall cultivate a safe, inclusive and racially equitable culture that welcomes, affirms, and respects the diversity of its students and community members.

- Intentionally act to end racism in all aspects of school community life.
- Ensure that students, faculty, and staff of color have an opportunity to connect in racial affinity.
- Intentionally recognize racially underrepresented faculty, staff, and volunteers for exemplary work in District 200 at Board Meetings.
- Intentionally incorporate work of students of color in displays throughout the building.
- Intentionally build a sense of community through ongoing random acts of kindness.
- Annually survey stakeholders to ensure that District communications are accessible, inclusive, and reflective of the racial, ethnic, and cultural diversity of our stakeholder groups.
- Ensure that faculty and staff consistently greet individuals while passing in the hallways.
- Ensure that teachers welcome students into classrooms at their doors while also encouraging other students to move along to their respective classes.
- Administrative presence in the classroom, cafeteria, and student events.

Campus Safety

The most important and valuable work of the Campus Safety and Support Officers are the positive and healthy relationships with our students. In order to foster a welcoming environment and model healthy adult-student relationships, Campus Safety Officers will:

- Provide annual professional development/training on implicit bias, restorative practices, and racial equity.
- Build and maintain positive relationships with students, faculty, staff, and community.
- Treat students, staff, and community members respectfully and courteously.
- Incorporate restorative practices into all aspects of their duties as they engage with all stakeholders.
- Be attentive and engaged while executing their duties.
- Demonstrate professionalism, helpfulness, and customer service skills when interacting with all stakeholders.

Emotional Support and Safety

- Collect data relative to social emotional challenges experienced by students and disaggregate the data by race.
- Connect racially underrepresented students in need of social emotional support with counselors, social workers, and community resources as needed.
- Utilize student services specialists to provide targeted support for racially underrepresented students that present social-emotional and academic challenges.
- Provide ongoing professional development for faculty, staff, and administration to increase awareness and responsiveness to psychological and emotional manifestations in students and all stakeholders.
- Provide ongoing professional development for faculty, staff, and administration to better understand and positively support students with challenging behaviors resulting from adverse life experiences.
- Provide ongoing racially conscious professional development for employees
- Utilize staff that are trained as Circle Keepers to provide ongoing training and support for faculty & staff in restorative practices.

Discipline Disparities

In accordance with Board Policy 7:12, *Racial Equity Policy*, the administrative procedures shall include a plan to provide alternatives to punitive discipline, including a focus on social-emotional learning and restorative practices. The procedures shall address the goal of keeping our students in the classroom and ensuring that they have equitable access to instruction.

District 200 shall maintain an approach to discipline that is grounded in restorative practices and social-emotional learning in order to focus on repair, healing, reconnection and reduce racial discipline disparities. Through the Behavior Education Plan, students will be provided the teaching and learning support needed for social, emotional, and academic development.

Social Emotional Learning (SEL)

- Maintain a team of faculty/staff that is focused on fostering a positive school climate and building a sense of community for all stakeholders.
 - Communicate expectations and examples of positive behaviors to students
 - Teach and model behavioral health
- Continue to provide professional development opportunities to teachers, staff, and administrators with a focus on racial equity, supportive classroom environments, and cultural responsiveness including subtopics such as:
 - Community building
 - Belonging and emotional safety
 - Student-centered discipline
 - Establish cultural norms for staff to implement at the start of each semester to build community in the classroom

Restorative Practices

- Ensure that all members of the school community understand the purpose of Restorative Practices and clarify both the philosophy and values underlying the practices and procedures used; clarify what Restorative Practice is and is not in order to dispel misconceptions
- Maintain a cohort of restorative leaders trained as resident Circle Keepers in the OPRF school community;
- continue circle intensive training for TCT leaders to support them in incorporating circles into their leadership practice;
- provide training for all academic divisions in foundational restorative practices;
- facilitate consultation with Deans in order to support implementation of restorative practices;
- maintain an interdepartmental team led by administration to promote and track restorative practices across the school.

Discipline Systems Practices

- Annually review Behavior Education Plan to ensure alignment with district goals of reducing suspensions and expulsions;
- modify all discipline penalties to appropriately reflect the impact of student behavior;
- collect discipline and graduation data disaggregated by race in order to track institutional trends;
- collect qualitative data that provides context for lived experiences of students going through the discipline process and look for patterns in this data to inform changes in practice;
- maintain a Suspension and Expulsion Review Committee to determine if excluding a student from school is appropriate; suspension and expulsion are consequences of last resort; include parents/guardians in decisions where appropriate
- provide a consistent re-entry process for students returning from suspension or expulsion.

Restorative Resolutions

Oak Park and River Forest High School strives to be a restorative institution that believes in creating and maintaining healthy relationships to establish a caring culture where every member thrives. We believe that it is critical to repair harm and thereby transform conflicts into opportunities for actively teaching the development of positive behavior. Restorative practices as a form of consequence can be presented in a number of ways. Listed below are some examples of repairing harm caused by disciplinary infractions:

- Peace circles
- Racial equity coaching
- Parent/student meetings
- Reconciliation through apology
- Impact letters

The In School Reflection Center (ISRC) shall provide an environment that is grounded in restorative practices and social emotional learning opportunities. Listed below are the professional practices of the Reflection Center Coordinator and Academic Coach.

- Agree on an ensure consistent communication with all teachers and parents/guardians
- Provide students an opportunity to reflect on why they are in the ISRC and understand expectations of the space while in attendance:
 - start and end the day with a peace circle;
 - provide ongoing opportunities of reflection throughout the ISRC experience.
- Social emotional activities are facilitated by Reflection Center Coordinator and Academic Coach:
 - utilize Social Workers to support students with social emotional and/or substance abuse challenges.
- Student Academic Support:
 - provide students access to the Tutoring Center for 1:1 academic support;
 - allocate a period in the day for students to participate in physical education;
 - excuse students from the ISRC in order to participate in physical education, health, or any other course that a student may need to complete exams, tests, or participate in significant lessons.
- Students shall complete an exit slip for data collection in order to better understand their needs and experiences while in attendance of the ISRC.

Culturally Responsive and Relevant Teaching and Learning

In accordance with Board Policy 7:12, *Racial Equity Policy*, The administrative procedures shall include a plan to intentionally seek out and consider diverse perspectives of students, faculty, and staff when developing and implementing teaching and learning practices and curriculum. The procedures shall further address selection of classroom materials, assessments, and teaching that reflect diversity and encourage understanding and appreciation of unique cultures, classes, languages, and ethnicities.

Our District's Strategic Plan, as well as much of our ongoing professional development work, is dedicated to examining the intersection between race, education, and learning how to create equitable, multi-racial, and culturally sustaining learning environments in which all students and staff can thrive. The ultimate goal of all such work is to ensure that student outcomes cease to be predictable by race. As a result, we recognize that developing our own racial consciousness is essential if our students are to realize more equitable outcomes. This focus extends to the systemic work of how we evaluate and design curriculum. This effort is guided by equity principles set by the District Equity Leadership Team and use of the [Racial Equity Analysis Tool](#).

Each year, the administration will review and revise the curriculum evaluation and design procedures to ensure that the practices it identifies are being operationalized and successfully implemented. The procedures for the striving for culturally responsive and relevant teaching and learning can be found in the district's [Curriculum Evaluation and Design Manual](#).^[SS(OT14)]

Several elements of the Curriculum Evaluation and Design procedures address areas identified in Board Policy 7:12. Specifically,

- The formation of curriculum development teams that are racially and culturally representative of our student population where possible.
- The use of culturally relevant evaluation questions and the inclusion of stakeholders who are racially and culturally representative of our student population in the data collection process found in phase one where possible.
- The development of assessments in phase two.
- The procedures for evaluating and instructional materials adoptions found in the appendix.
- The application of the Equity Analysis Tool procedure in evaluating existing or proposed curriculum and programs

Equity Leadership and Infrastructure

The administrative procedures shall include a plan for funding and implementing activities to further the goals of this policy, including necessary leadership and infrastructure.

Definitions:

Leadership: A multifaceted phenomenon that occurs in various levels of an organization. As an entity, leadership sets the vision of an organization, evaluates its performance, and seeks to increase the overall efficacy of an institution's route to accomplishing its goals.

Infrastructure: Fundamental physical and organizational structures and facilities needed to operate an enterprise or social systems.

Professional Development: A wide range of training, professional learning, and education that keep practitioners up to date on current trends and best practices while developing new skills and increased performance.

The Office of Equity shall annually review and evaluate the leadership infrastructure in place to achieve the goals of Strategic Plan, Priority 1: Racial Equity. After review and evaluation of the leadership infrastructure, the Executive Director of Equity and Student Success shall present key data points and recommendations to various leadership teams. The Office of Equity in collaboration with other leadership groups shall determine the feasibility of acquiring funding and/or resources needed for:

- Leadership acquisition
- Infrastructure considerations
- Professional development
- Activity proposals

Racial Incident Protocol

In accordance with Board Policy 7:12, *Racial Equity Policy*, the administrative procedures shall address the District's robust enforcement of Board policies 7:10, Equal Educational Opportunities, and 7:20, Harassment of Students Prohibited, which prohibit discrimination and harassment on the basis of, among other characteristics, race. The procedures shall further outline the process for students or other members of the District community to file complaints regarding an alleged incident of discrimination, pursuant to Board policies 7:10, 7:20, or 2:260, whichever is applicable.

Definition of Terms:

For the purposes of this component, the following terms from Policy 7:12 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.

“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.

“Reporting Party” Individual(s) that report experiencing an alleged incident of racial misconduct to the Racial Incident Response Team.

“Responding Party” Individual(s) that have received racial misconduct allegations from a reporting party.

Incident of Racial Bias:

All forms of bias, discrimination, and racism can be both *explicit* (aware, voluntary and intentional) and *implicit* (unaware, involuntary and unintentional). All manifestations of such can be both *personal* (an individual act of bias, meanness, or exclusion) or *institutional* (supported and sanctioned by power and authority that confers privilege on members of a dominant group while disadvantaging members of other groups).

Examples of Racial Misconduct:

- Comments and/or conduct with racial connotation(s) or subject matter that are demeaning to a person's race, skin color, ethnicity, cultural characteristics, or national origin;
- engaging in or sharing stereotypes, memes, jokes, name-calling, ridicule or mockery, insults or put-downs, physical gestures or enactments, photographs or objects involving a person's race, skin color, ethnicity, cultural characteristics, or national origin;
- requests or demands for favorable treatment due to a person's race, skin color, ethnicity, cultural characteristics, or national origin;
- expressed/implicit communications that race has adversely affected decisions regarding such matters as employment, work assignment or status, academic standing, grades, receipt of financial aid, letters of recommendation, or receipt of a District 200 benefit or service;
- discrimination based on the actual use of race, skin color, ethnicity, cultural characteristics, or national origin to affect decisions regarding such matters as employment, work assignment or status, academic standing, grades, and participation in student activities;
- physical assaults, threats, and/or intimidation directed towards someone, that is relative to a person's race, skin color, ethnicity, cultural characteristics, or national origin;
- denial or obstruction of access to services due to a person's race, skin color, ethnicity, cultural characteristics, or national origin;
- unequal application of District 200 policies as a result of a person's race, skin color, ethnicity, cultural characteristics, or national origin;
- any other racial misconduct that substantially or unreasonably interferes with an individual's work, academic performance, or extracurricular involvement.

Reporting a Racial Incident to the Racial Incident Response Team

District 200 strives to be a racially conscious institution dedicated to confronting racism in its explicit and implicit forms. Guided by this principle, we are intentional about creating an educational environment that values the rich diversity of our school community. If students or employees experience racial misconduct, an incident shall be reported to the Office of Equity. Students can also report racial misconduct by telling a trusted adult, texting the Tip Line on the back of the student ID or by completing the [Racial Incident Reporting Form](#) found on the school website. Once a complaint is made, the Office of Equity will begin the fact finding process.

Response to Report:

The office of equity shall promptly and equitably address any complaints of racial misconduct by

1. requiring fact-finding process for both the reporting and responding parties; additional interviews may be extended to witnesses of any alleged racial misconduct;
2. treating all reports as confidential to the extent consistent with conducting a thorough fact-finding process;
3. advising the reporting party of alleged racial misconduct about available school and community resources;
4. assisting the reporting party in accessing school and community resources, including campus and local law enforcement authorities, when such assistance is requested or required;
5. making reasonable changes in working or academic arrangements, sports, and extracurricular participation as appropriate to ensure student safety and comfort;
6. advising both the reporting and the responding parties of the outcome of a given report and describe to the extent possible how it was handled appropriately;
7. taking restorative, disciplinary, or other corrective action as appropriate.

The Racial Incident Response Team is comprised of the following positions:

Racial Incident Response Coordinator:

- Executive Director of Equity and Student Success:
 - Receives student and adult reports of racial misconduct
 - Collaborates with Deans and teachers in response to student reports of racial misconduct
 - Collaborates with Employee Racial Incident Response Managers in response to adult reports of racial misconduct:

Employee Racial Incident Response Managers:

- Associate Superintendent
- Assistant Superintendent of Human Resources
 - Receives employee reports of racial misconduct from the Office of Equity
 - Receives reports of racial misconduct directly from employees

Responsibilities of the Racial Incident Response Team

1. To receive all complaints regarding racial misconduct by students, faculty, and staff;
2. to ensure that the reporting and responding parties are provided information about and access to school and community resources when appropriate or requested;
3. to ensure that the reporting party receives guidance on how to contact campus and local law enforcement if appropriate or requested;
4. to investigate reports of racial misconduct in a prompt and equitable manner;
5. to determine whether or not a complaint is substantiated; and

6. to issue any appropriate consequences, including restorative practices, disciplinary action;
7. to inform the responding party of those consequences.

No other individual or entity shall engage in the fact-finding processes of a report of racial misconduct by a student or employee on behalf of Oak Park and River Forest High School District 200. The Office of Equity shall maintain files on the fact-finding process, which will be kept confidential to the extent consistent with conducting a thorough fact-finding process.

Who Should Report?

Reporting an alleged racial incident committed by an employee, student, outside contractor, or visitor:

I. Students shall report an alleged racial incident by a faculty member, a staff member, student, outside contractor, or visitor by any of the methods listed below:

- Contact The Office of Equity
- Send a text to the “Tip Line” located on back of the student ID
- Inform a trusted Adult, whom shall then report the complaint to the Office of Equity
- Submit an online Racial Incident Report Form

The following procedures shall be applied according to the status of the person accused of racial misconduct by a student:

- **For allegations against an employee/campus visitor/ outside contractor:**
 - The Racial Incident Response Coordinator will collaborate with the Employee Racial Incident Response Managers on fact-finding relative to an employee/campus visitor/outside contractor who is accused of racial misconduct.
 - The Superintendent will be informed if the Racial Incident Response Coordinator is the person accused of racial misconduct.
 - The corresponding Executive Cabinet member, Division Head, and Faculty Senate Chairperson will be notified of employee racial misconduct allegations.
 - The Racial Incident Response Coordinator shall report the findings and recommended action to the Superintendent, corresponding Executive Cabinet member, Division Head, and Faculty Senate Chairperson.
- **For allegations against a student:**
 - The Office of Equity shall contact parents/guardians of all students involved in a report of racial misconduct.
 - Parents/guardians shall be informed that they can be present during the fact-finding meeting involving their student.
 - The Office of Equity shall collaborate with Deans and teachers (if applicable) on fact-finding regarding a student who is accused of racial misconduct.
 - The Office of Equity will follow up with all involved students and parents/guardians once the fact-finding process is complete. Findings and recommended actions will be reported to the Superintendent.

II. Employees are encouraged to report alleged racial misconduct by another employee, an outside contractor, or a visitor by the reporting methods listed below

- Contact The Office of Equity
- Contact an Employee Racial Incident Response Manager
- Submit a Racial Incident Response Form (Online)
-

The following procedures shall be applied according to the status of the person accused of racial misconduct by an employee:

- **Student**--If an employee alleges that a student has committed racial misconduct, he/she/they shall report it to the Office of Equity. Once a complaint is filed, the Executive Director of Equity shall collaborate with Racial Incident Response Managers and Deans to proceed with fact-finding and decide whether disciplinary action is appropriate.
- **Campus visitor or outside contractor**—The Office of Equity is to be informed if a campus visitor or outside contractor is accused of racial misconduct. The Executive Director of Equity shall inform the Superintendent and Chief Financial Officer of the allegation of racial misconduct prior to the fact finding process with Racial Incident Response Managers.
- **Employees** - If an employee alleges that a District employee has committed racial misconduct, he/she/they shall report it to the Office of Equity who will then collaborate with the Employee Racial Incident Response Managers in the fact-finding process and decide whether consequence is appropriate.

Restorative Philosophy

Oak Park and River Forest High School strives to be a restorative institution that believes in creating and maintaining healthy relationships to create a caring culture where every member thrives. We believe that it is critical to engage in repairing harm in order to transform conflict into teachable moments that create opportunities for behavior education. Restorative practices as a form of consequence can be presented in a number of ways. Listed below are some examples of repairing harm caused by racial misconduct:

- Peace circles
- Racial equity coaching
- Parent/student meetings
- Reconciliation through apology
- Impact letters [SS(0718)]

Disciplinary Actions

Sanctions for racial misconduct may take different forms depending on the severity of the offense. In those situations where racial misconduct has been established following a thorough process of fact-finding, appropriate action will be taken. Consequences will be informed by restorative practices with an emphasis on repairing relationships.

- For students: Appropriate action will be taken in accordance with the Behavior Education Plan.

- For adults: Appropriate disciplinary measures will be taken, in accordance with District policy.

Retaliation

Retaliation, including threats or other forms of intimidation, against a reporting party or any other party involved in implementing the District 200 Racial Incident Protocol are violations of the policy and may be grounds for disciplinary action.

Intentionally Dishonest Complaints of Racial Misconduct

Lack of corroborating evidence should not discourage complainants from reporting racial misconduct to Oak Park and River Forest High School. If, however, complaints are found to have been intentionally dishonest or made maliciously without regard for truth, reporters may be subject to disciplinary action.

- For students: Appropriate action will be taken in accordance with the Behavior Education Plan.
- For adults: Appropriate disciplinary measures will be taken, in accordance with District policy.