

# CLARK COUNTY SCHOOL DISTRICT POLICY

P-5139

## ANTI-RACISM, EQUITY, AND INCLUSION

### I. Purpose

The Clark County School District (District) rejects all forms of racism. This policy ensures that incidents of discrimination based on race are prohibited. The District encourages all employees, students, and parents/guardians to reflect upon and take appropriate action when they are aware of racially motivated incidents, racial discrimination, and racial aggression. The importance of this policy acknowledges the negative impact experienced by individuals, the District, and society as a result of racial discrimination and racism.

The District is committed to the guiding principles included in this policy that embrace cultural diversity, prevent racism, and promote success for all students. The District recognizes that racism is evident and embedded within societal norms. The District seeks to end inequities among racial groups and take immediate actions to reduce and ultimately eliminate racially motivated incidents. Recognizing that all behavior is learned, it is evident that prosocial and culturally competent behaviors must be effectively taught and modeled to prevent and eliminate actions that create or sustain racism and racial discrimination.

### II. Definitions

- A. Anti-Racism: Actively opposing racism by implementing the practice of identifying, challenging, and changing the values, structures, attitudes, and behaviors that perpetuate systemic racism.
- B. Cyber-Racism: Racist rhetoric that occurs online and includes hate speech, racist stereotypes, racial jokes or comments, and racial harassment or intimidation or comments that inflame hostility toward certain groups.
- C. Discrimination Based on Race: Under Assembly Bill 371 of the 81st Session of the Nevada Legislature, "discrimination based on race" means any single or repeated or pervasive act or acts, whether targeted to a specific person or targeted in general to any person's demographic identified in subsection a;
  - a. Regarding the race, color, culture, religion, language, ethnicity, or national origin of a person that causes harm or creates a hostile work or learning environment, which may include, without limitation, jokes, threats, physical altercations or intimidation; and
  - b. That occurs in person, online, or in any other setting, including without limitation, in a course of distance education.

- D. Diversity: A range of backgrounds of students and staff in the District, including backgrounds based on race, color, culture, religion, language, ethnicity, national origin, or socio-economic status.
- E. Educational Equity: Equity ensures all students receive individualized opportunities, support, access to educational rigor, and resources to academic programming regardless of background, including race, color, culture, religion, language, ethnicity, national origin, or socio-economic status.
- F. Guiding Principles: A set of values or guidelines included in this policy in Section III that establish a framework for expected behaviors in the District and assists the District with decision making regarding anti-racism, equity, and inclusion.
  - 1. Recognize, Value, and Integrate Cultural and Racial/Ethnic Identity and History to Support the Diversity of Students in the District, Including Students of Different Multicultural and Multiracial/Ethnic Backgrounds: A guiding principle focused on multiculturalism and varying multiracial and socio-economic backgrounds.
  - 2. Identify and Remove Systemic Barriers for Staff and Students: A guiding principle acknowledging that historical and formal organizational barriers exist for students and staff, including but not limited to, academics, extracurricular participation, and employee advancement.
  - 3. Optimize Access to Instructional Programming While Improving Academic Performance of Underrepresented Students: A guiding principle that attempts to fortify Pre-Kindergarten access, elementary pathways, middle school transition, and best-fit high school programs to close *Barriers Leading to Cycles of Inequity*.
  - 4. Initiate and Continue Accountability for All Staff, Parents/Guardians, and Students in the District: A guiding principle delineating metrics and outcomes necessary for specific actions, while highlighting consequences for violation of established requirements.
  - 5. Provide Professional Learning and/or Educational Opportunities for Staff, Parents/Guardians, and Students: A guiding principle focused on building capacity of those impacting the organization to create a culture of anti-racism.
- G. Inclusion: The practice of providing equitable access to opportunities and resources for individuals who may otherwise be excluded or marginalized.

- H. Individual Racism: Face-to-face or covert actions toward a person that intentionally expresses prejudice, hate, or bias based on race.
- I. Institutional Racism: Occurs directly within institutions and organizations, such as schools, that may adopt and maintain policies, practices, and procedures that may foster inequitable outcomes based on race.
- J. Racism: A belief or doctrine that involves prejudice, discrimination, or antagonism directed against a person or people based on their membership in a particular racial group.
- K. Racial Equity: The outcome achieved when one cannot predict advantage or disadvantage based on race.
- L. Structural (or Systemic) Racism: Encompasses the history and current reality of institutions and society. It refers to the history, culture, ideology, and interactions of institutions and policies that are detrimental to communities and students based on race.

### III. Guiding Principles

- A. Recognize, Value, and Integrate Cultural and Racial/Ethnic Identity and History to Support the Diversity of Students in the District, Including Students of Different Multicultural and Multiracial/Ethnic Backgrounds
  - 1. Students shall receive instruction at the elementary, middle, and high school levels about the cultural identity, history, and contributions of the multicultural and multiracial/ethnic backgrounds of students in the District. Students shall have opportunities to apply their learning in classrooms, in extracurricular activities, and in other school settings.
  - 2. Nevada Revised Statutes (NRS) 389.520 further requires that the standards for social studies include multicultural education, information related to the contributions made by individuals from various racial and ethnic backgrounds. The District will ensure efforts will be made to respect, honor, and have an appreciation for all cultures while educating on structural racism present in history.
  - 3. At least semiannually, the District will require all staff to receive professional learning about cultural identity, history, and contributions of the multicultural and multiracial/ethnic backgrounds of students in the District. The District will develop systems to ensure transfer of professional learning impacts these efforts.

4. Pursuant to District Regulation 6150, staff shall select instructional materials in a manner that honors cultural experience and the humanity of students, families, and community, while ensuring equitable access, racial equity, and representation in academic programming for all students.
5. The District shall provide equitable access to curricular materials, practices, instruction, and assessments that are culturally relevant for all students. Equal representation of all cultures will be reinforced.
6. The District shall ensure that classroom and extracurricular programs and activities are designed and implemented to provide opportunities for cross-cultural and cross-racial interactions to foster respect for cultural and racial diversity.

**B. Identify and Remove Systemic Racial Barriers for Staff and Students**

1. The District shall develop and implement explicit strategies and provide resources to assist parents/guardians in identifying barriers that their children may face and provide support for them in removing the barriers and reaching educational equity.
2. The District shall identify and remove barriers that impact academics and student discipline, including providing professional learning for staff on positive strategies to improve student behaviors, including Multi-Tiered System of Supports (MTSS) and restorative justice in alignment to District Policy 5137.
3. The District shall develop and implement strategies to increase the diversity and enhance the cultural inclusion of all staff.
4. The District will develop culturally responsive onboarding activities for employees, including support professionals, licensed staff, and administrators.
5. The District will continue to develop, implement, and publicize a plan to recruit and retain staff with diverse backgrounds.

**C. Optimize Access to Instructional Programming While Improving Academic Performance of Underrepresented Students**

1. The District will develop and implement opportunities for historically underrepresented students to participate in specialized programming and

- support models to ensure that students access and thrive in academic programs.
2. The District shall develop and implement strategies to improve achievement of underrepresented groups.
  3. The District shall develop and implement strategies to ensure that all students have equitable access to courses, programs, curriculum, and activities, including but not limited to, career and technical education programs, career and technical academies, Advanced Placement, magnet schools, honors courses, and advanced diplomas, including the College and Career Readiness Diploma.
  4. Enrollment processes will be examined to help promote an increase in underrepresented students in advanced academics and schools or programs.
  5. The District shall develop and implement budgeting, scheduling, and staffing structures to reflect a robust academic experience for students in all courses aligned to Nevada Academic Content Standards and all extracurricular activities.
  6. The District shall integrate educator mindset and expectations for professional learning for advanced coursework.
- D. Initiate and Continue Accountability for All Staff, Parents/Guardians, and Students in the District
1. District Accountability
    - a. The District will hold staff accountable to align all adult behavior to a renewed culture of high expectations for all students throughout the District and the expectation of an anti-racism culture.
    - b. The District expects employees to serve as role models exemplifying the requirements set forth in this policy.
    - c. The District shall ensure the provisions of Policy 5137, Safe and Respectful Learning Environment: Discrimination Based on Race, Bullying, and Cyberbullying are complied with as required therein, and restorative disciplinary practices, reporting of violations, investigations of incidents, healing and recovery culture, student and employee discipline, and the appeal process will be implemented as required under this policy and according to the specific provisions set forth in NRS 388.

- d. The District shall ensure that policy updates and use of data drive consistent implementation and actions of staff to align resources to identified areas of concern to improve students' future trajectories while combating individual racism, institutional racism, and structural racism.
- e. As aligned to the District's strategic plan, the District shall develop and implement a plan, including consistent metrics, that ensures staff at all schools, in all regions, and in the District are accountable for implementing this policy and that implementation of this policy is consistent in the District.
- f. At least annually, the Superintendent of Schools shall provide a report to the Board of School Trustees regarding implementation of this policy.
- g. At least every two years, the District will review this policy and make potential recommendations to the Board of School Trustees in an effort to continue to reduce discrimination in the District.

## 2. Parent/Guardian Accountability

- a. The District shall ensure that schools provide opportunities to collaborate with families and community organizations focused on ending racism and bias.
  - (1) The District shall ensure that schools provide parent/guardian engagement events, learning opportunities, resources, and workshops that are culturally responsive and sensitive to diversity among families. Schools shall strive to contribute to a safe, respectful, nondiscriminatory school environment in which all members of the school community demonstrate respect and civility.
  - (2) The District shall ensure that schools recognize that all parents/guardians are vested with certain rights and responsibilities for their children's welfare by virtue of their role and according to law.
- b. Principals shall consult the Parent Advisory Committee and the School Organizational Team (SOT) to discuss school issues regarding individual racism, institutional racism, conflict resolution, and equity impacts on specific school campuses. SOTs will report to the Board of School Trustees annually on metrics that align to the District's strategic plan.

- c. The District shall ensure that schools take actions to encourage parents/guardians to assist with addressing inequities in school cultures to emphasize advocacy, social justice, social responsibility, multiculturalism, racial equity, and student involvement with diverse populations.

3. Anti-Racism, Equity, and Inclusion Advisory Committee and Report

- a. The Superintendent of Schools will designate District leadership representatives to develop and hold quarterly meetings with the Anti-Racism, Equity, and Inclusion Advisory Committee. The Anti-Racism, Equity, and Inclusion Advisory Committee shall be comprised of a diverse group of community members, advocates, and students who have the experience and expertise to provide insight on racially motivated incidents while analyzing inequities in the system and at specific schools. The Superintendent of Schools shall appoint members.
  - (1) The Superintendent of School's designated District leadership representative will use all available data, evidence, and consultations with the Anti-Racism, Equity, and Inclusion Advisory Committee to write an annual, districtwide Equity, Access, and Inclusion Report. The report will not include any personally identifiable student information.
  - (2) The Anti-Racism, Equity, and Inclusion Advisory Committee shall submit the annual districtwide Equity, Access, and Inclusion Report to the Superintendent of Schools for approval and shall then submit the report to the Board of School Trustees.

E. Provide Professional Learning and/or Educational Opportunities for Staff, Parents/Guardians, and Students

1. Professional Learning for Staff

- a. The District will provide the appropriate professional learning for all staff employed by the District.
- b. Professional learning will align with the Nevada Standards for Professional Development and be customized to meet the needs of each school's diverse community culture.
- c. Professional learning shall be measured to demonstrate systemic success.

2. Educational Opportunities

- a. The District will work with outside partners to educate students regarding the dangers of racist propaganda and cyber-racism existing on the Internet and preventing the use of inappropriate racial slurs.

IV. Communication of Policy Requirements

A. District schools and buildings shall post the purpose of the Anti-Racism, Equity, and Inclusion policy, illustrating that racially motivated incidents are prohibited and will not be tolerated. Materials will be translated into other languages and made available to the community. Communication of the Anti-Racism, Equity, and Inclusion policy shall be messaged through the following means:

- 1. The District shall ensure that all District buildings, including all schools, shall post in a prominent place in the building the purpose of the Anti-Racism, Equity, and Inclusion policy.
- 2. The District shall post the Anti-Racism, Equity, and Inclusion policy on the District website and shall ensure the policy is posted on all school websites.
- 3. In addition to #1 and #2 above, the District shall publicize and make staff, parents/guardians, and students aware of the policy through a variety of means, including in student publications, posters, and school communication.

Cross References:	Policy 5137, Safe and Respectful Learning Environment Regulation 6150, Instructional Materials
Legal References:	Assembly Bill 261 of the 81st Session of the Nevada Legislature Assembly Bill 371 of the 81st Session of the Nevada Legislature NRS Chapter 385, State Administrative Organization NRS Chapter 388, Systems of Public Instruction NRS 389.520, Council to Establish Academic Standards NRS Chapter 613, Employment Practices
Review Responsibility:	Equity and Diversity Education Department
Adopted:	[5139: 11/18/21]