

**RESCIND BOARD REPORT 03-0326-PO04
MULTICULTURAL EDUCATION AND DIVERSITY POLICY
AND ADOPT A NEW CULTURALLY RESPONSIVE EDUCATION AND DIVERSITY POLICY**

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Chicago Board of Education (“Board”) rescind Board Report 03-0326-PO04 Multicultural Education and Diversity Policy and adopt a new Culturally Responsive Education and Diversity Policy. The policy was rescinded and replaced in order to create collective accountability for culturally responsive education, anti-racism, anti-bias and diversity in the school district. The policy was posted for public comment May 19, 2021 to June 18, 2021.

I. SCOPE OF POLICY

This policy applies to the Board of Education and the District (School staff, Network teams, LSC leaders) beginning in SY22. Section VI.5.E-F applies to all CPS stakeholders including students, staff and community beginning in SY23. The Culturally Responsive Education and Diversity Policy mandates competencies for all CPS staff to require cultural responsiveness, anti-racism, anti-bias, and diversity across Chicago Public Schools. Each School, Office, Department is responsible for ensuring competencies are met and has authority to enact process guidelines to monitor and support progress.

II. BACKGROUND

In September 2018, Chicago Public Schools (CPS) opened the CPS Office of Equity, to develop, support, implement, and report on district efforts to eliminate the opportunity gaps in education quality, policies, and support for students and adults. Our shared goal as a CPS community is to give every student what they need to move forward. To fulfill our commitment to Chicago’s young people, when the Office of Equity opened, we prioritized building an understanding of the landscape of equity in Chicago and Chicago Public Schools. We engaged over 5,000 students, parents, teachers, leaders, partners, and community members to learn what we would build from and, together, envision a more equitable school system.

One of our first wins for equity for our students was making equity a driver, and not an add-on, in each of our district efforts highlighted in the CPS 5-Year Vision (2019-2024). The Vision is our public commitment to equity for our students by placing race, culture, identity, and relationships at the core of the district’s work. To get all of us speaking the same language of equity and assess each decision through an equity lens, we shared a draft of the CPS Equity Framework in November 2019, and a final version in August 2020 during the 6th Annual CPS Administrators’ Summit. It is our shared responsibility to ensure every student in every neighborhood in Chicago has access to a high-quality educational institution. Equality is giving every student the same tools and support, which may not respond to students’ individual needs. Equity is equipping every CPS student and school community with the tools and supports each needs to be successful. See the CPS Equity Framework and the Equity Toolkit at equity.cps.edu.

III. ACKNOWLEDGEMENT

Chicago Public Schools acknowledges its historic role in the systemic marginalization of individuals most impacted by racism, bias, and oppression. Such a role has contributed to divided communities, segregated public schools, resource inequities, broken public trust, and called integrity into question. We

also acknowledge the necessity of city agencies working together for racial equity and justice to advance toward liberation for most impacted communities by interrupting racism and systems of oppression situating all of our work. We acknowledge racism and bias have been described as a public health crisis by the Center for Disease Control (CDC) (2020) and a mental health disorder by the American Psychological Association (2013). The harm and violence are experienced by Black, Indigenous, people of Color, women, LGBTQ+, Muslim students and staff and other most impacted groups. In addition to the harm caused by racism and systems of oppression, a (2020) study evidences how racial discrimination accelerates “physiological weathering,” health declines, and decreases life expectancies of African Americans. Racial discrimination, and all bias, must be eliminated as any other form of violence and the responsibility is collective.¹ By acknowledging racism and bias including microaggressions are public health crises as identified by the CDC, our strategy focuses on how the mental health disorder impacts all parties and particularly the violence experienced by greatest needs groups through daily racism and systems of oppression.

We seek to understand, disrupt, and dismantle the patterns and structures of individual, interpersonal and institutional bias, and racism (conscious or unconscious) creating disparities or perpetuating achievement differences among students and staff. We acknowledge our updated policy is only possible by building from the work our Chicago communities - especially those most impacted by inequity - have battled for historically and the many social and racial justice champions who may have been previously ignored or maligned. We believe when we are working in equitable ways and making progress on equity (see the CPS Equity Framework):

- We acknowledge and account for past and current inequities, and we provide all people the infrastructure needed to thrive.
- We prioritize people of Color and other groups in the decision-making process who have been historically marginalized or are negatively impacted by recent events related to racial injustice.
- We believe everyone benefits from a more just, equitable system.

IV. DEFINITIONS

Anti-racism: The work of actively opposing racism by advocating for changes in political, economic, and social life. Anti-racism tends to be an individualized approach set up in opposition to individual racist behaviors and impacts (*Race Forward, 2015*). An anti-racist is someone who is supporting an anti-racist policy through their actions or expressing anti-racist ideas. This includes the expression or ideas that racial groups are equals and do not need to be developed, and supporting policies that reduce racial inequity (*Kendi, 2019*).

Anti-bias: An anti-bias approach is the act of unpacking and making sense of individual histories, identities, attitudes, or stereotypes that affect our understanding, actions, and decisions while explicitly working to end all forms of bias and discrimination including mitigating implicit bias. Anti-bias goes beyond non-discrimination by mitigating all forms of discrimination at the individual, interpersonal and institutional levels (*Anti-Defamation League, 2019*).

Competency: A competency is a measurable pattern of knowledge, skills, abilities, behaviors, and other characteristics that an individual needs to perform work roles or occupational functions successfully. Competencies specify the "how" of performing job tasks, or what the person needs to do the job successfully (*Office of Personnel Management, 2021*).

Culturally Responsive Education: A pedagogical method “ that empowers students intellectually, socially, emotionally, and politically by using cultural references to impart knowledge, skills, and attitudes.” Culturally responsive education “uses the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning more relevant and effective

¹Chae, D. H., Wang, Y., Martz, C. D., Slopen, N., Yip, T., Adler, N. E., Fuller-Rowell, T. E., Lin, J., Matthews, K. A., Brody, G. H., Spears, E. C., Puterman, E., & Epel, E. S. (2020). Racial discrimination and telomere shortening among African Americans: The Coronary Artery Risk Development in Young Adults (CARDIA) Study. *Health Psychology, 39*(3), 209–219.

(Ladson-Billings, 1994; Gay, 2010).

Diversity: Diversity includes all the ways in which people differ, and it encompasses all the different characteristics that make one individual or group different from another. A broad definition includes not only race, ethnicity, and gender — the groups that most often come to mind when the term "diversity" is used — but also age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, and physical appearance. It also involves different ideas, perspectives, and values (*UC Berkeley, 2018*).

Equity: Championing the individual cultures, identities, talents, abilities, languages, and interests of each student by ensuring they receive the necessary opportunities and resources to meet their unique needs and aspirations. In an equitable educational system, every student has access to the resources, opportunities, supports, and educational rigor they need at the right moment in their education, regardless of their race, ethnicity, gender, gender identity, sexual orientation, language, learning path, accessibility needs, family background, family income, citizenship, or tribal status (*CPS Equity Framework, 2020*).

Greatest-needs groups: Groups of people who have been historically and presently marginalized due to systems of oppression and resource inequity. These groups include, and are not limited to, English Learners; students with diverse learning needs; Students in Temporary Living Situations; and African-American, Latinx, LGBTQ, and low-income students (*UIC, 2016*).

Inclusive Partnerships: Inclusive Partnerships values and prioritizes the diverse voices of students, families, caregivers, and communities when making decisions that affect their lived experiences. This relationship requires the people and institutions who hold power to account for past inequities and to create conditions for healing and co-design an equitable future...We prioritize three key stakeholder groups: people with institutional or historical memory, people most impacted by inequity, and people responsible for implementing and driving change (*CPS Equity Framework 2020*).

Opportunity Index: A CPS pre-decisional tool in development to align on how we measure opportunity differences at CPS so we can most equitably support communities most impacted by inequity and structural disinvestment through budgeting decisions. The index is an advocacy tool for inter-institutional alignment to advance resource equity (*CPS Office of Equity, 2021*).

Professional Learning: Professional learning results in changes in educator and CPS staff practices and improvements in student learning outcomes and staff effectiveness (*LPI, 2021*).

Representativeness: The demographic characteristics of the students and families served by a School or CPS Office measured against the CPS staff serving the respective context (*CPS Office of Equity, 2021*).

Targeted Universalism: Recognize the critical role of systems and structures in students' everyday experiences and acknowledge the way students interact with those systems and structures differs depending on identity and students' life circumstances, both of which can affect how they perform in School. To be successful in this work, we believe we must take a racial equity stance through targeted approaches to eliminate racialized outcomes caused by structural racism. Gaps in opportunity are driven by differences in how students are situated in relation to the educational system and the universal goal (*CPS Equity Framework, 2020*).

Workforce Equity: Workforce equity ensures equitable human resource practices including hiring, retention and promotion efforts focused on the greatest needs groups and most impacted community members while centering competencies of cultural responsiveness, anti-racism and anti-bias. Workforce equity requires CPS to eliminate institutional barriers and sustain targeted universalist equity goals related to employee attraction, selection, participation and retention for most impacted populations at the School, Office and Department level to ensure representativeness reflecting student demographics (*City of Seattle, 2016*).

V. POLICY COMMITMENTS

At Chicago Public Schools, it is the responsibility of each and every staff member to live out the competencies of cultural responsiveness, anti-racism and anti-bias, and diversity named within this policy. Ensuring all students have a culturally responsive education means we will affirm and support the culture, identity and race of each CPS stakeholder including students and staff, families and communities. The very minimum is ensuring each person does not engage in racist or biased behaviors. In order to be anti-racist and anti-bias, all stakeholders must sufficiently address acts of hate for all Protected Category members in alignment with the CPS Comprehensive Non-discrimination Policy.² We outline Accountability for Required Competencies and Training in Section VI including competency requirements for anti-racism and anti-bias for all CPS stakeholders as well as culturally responsive education and diversity competencies for all CPS staff.

The purpose of the CRED Policy is to mandate a common approach to equity-based competencies of cultural responsiveness, anti-racism, anti-bias, and diversity. Our intended outcome is to eliminate racism, bias, and systems of oppression at CPS and ensure culturally responsive educational environments and approaches with a focus on most affected students and staff. We recognize systems of racism and oppression create opportunity differences resulting in achievement differences. Therefore, CPS establishes the following commitments to cultural responsiveness, anti-racism, anti-bias and diversity with actionable goals within our school district established in Section VI. The policy supports our school district in operationalizing the CPS Equity Framework and anchoring in the Liberatory Thinking dimensions of the equity lens. Please visit equity.cps.edu for more information on the policy and the CPS Equity Framework. Here are our CPS policy commitments:

A. Commitment to Culturally Responsive Education

“We must start their stories and identities with their excellence.” - Dr. Gholdy Muhammad

Culturally responsive education supports students in developing a lifelong appreciation for understanding and valuing culture in all settings of life. The incorporation of culturally responsive education must be centralized in all current curriculum, programs, systems and services. Culturally responsive education empowers students intellectually, socially, emotionally, and politically by using cultural references to impart knowledge, skills, and attitudes. For a true commitment to exist, the district should actively factor evidence of culturally responsive education into how we assess school performance and accountability, how all staff are evaluated and hired, and how we engage in Inclusive Partnerships.

At CPS, our commitment to culturally responsive education requires all professional learning, instructional and operational policies and practices, curriculum and assessment reflects a cultural responsiveness stance through and through. We encourage Schools, Offices and Departments to align competencies outlined in this policy with existing continuous improvement processes including the Continuous Improvement Work Plan (CIWP) to ensure continuous improvement in competency attainment. Section VI outlines accountability related to professional learning and required competencies. Section VII includes an Implementation Timeline including a CRED Policy Task Force - subject to change - to design policy implementation supports and additional guidance while ensuring Inclusive Partnerships. For more information, see policy resources at equity.cps.edu.

B. Commitment to Anti-racism and Anti-bias

“In a racist society it is not enough to be non-racist, we must be anti-racist.” - Angela Davis

Chicago Public Schools is committed to dismantling all forms of racism and bias in our educational system. We believe that the responsibility to create an anti-racist and anti-bias institution is broadly shared by the Board, district staff, administrators, educators, communities, families and students.

² See the CPS *Comprehensive Non-discrimination Policy* (2020) for a definition of Protected Category membership.

Dismantling and disrupting any and all forms of anti-Blackness is a priority for Chicago Public Schools. Actions to interrupt and transform individual, interpersonal and institutional racism are the responsibilities of every employee, vendor, volunteer, Local School Council (LSC) member, resident and student. Racism, discrimination, and other forms of bias are not tolerated within the workplace or in our communities and all microaggressions must be mitigated. We must collectively commit to interrupting all forms of racial discrimination and other forms of bias in our classrooms, Schools, and Network and District Offices and to report incidents to the Office of Student Protections (OSP) and Equal Opportunity Compliance Office (EOCO). In addition, anti-racism requires active opposition to racism, necessitating all staff to address both acts of hate and to set conditions for transformation and emancipation in all CPS environments. We believe all Offices, Departments, Schools, LSCs, and leaders within CPS should establish equity stances and visions to center commitments to anti-racism and anti-bias as put forth in the CPS Equity Framework as the responsibility for transformation is collective.

In Section VI.5.E-F, we outline competencies for anti-racism and anti-bias with the requirement for all CPS stakeholders to engage in critically self-reflective identity work, examine their biases and how they show up, and call out the whole spectrum of discrimination outlined beginning with minimization and indifference.

C. Commitment to Diversity and Workforce Equity

“Exposure to a black teacher during elementary school raises long-run educational attainment for black male students.” -Gershenson, Hart, Lindsay and Papageorge (2017)

1. Workforce Equity:

We believe that it is the right of every student to have an equitable educational experience within the Chicago Public School District. In order to achieve educational equity for our students, the district should ensure workforce equity. The district should recruit, employ, support, recognize and retain a workforce that includes racial, gender, and linguistic diversity, as well as culturally competent, anti-racist, and anti-biased personnel. Although we do not have an affirmative action policy, we require all leaders and hiring managers within CPS to actively aid in the diversification of our school system by hiring more Black, Indigenous, and People of Color and other underrepresented groups in a respective context who simultaneously uphold principles of cultural competence, anti-racism, and anti-bias as outlined in Section VI. Workforce equity necessitates revisiting how we hire, promote, retain, and evaluate all CPS staff to eliminate racial discrimination and bias in these areas and for each area of our organization - including Schools, LSCs, external partners, and vendors - to establish and monitor goals reflecting our commitment to a diverse and equitable workforce.³

2. Diversity and Representativeness:

Our commitment to diversity requires us to also examine and transform access and enrollment practices to continuously improve in ensuring students furthest from opportunity are best situated for success. We understand a commitment to diversity in schools may require us to set guidelines for meeting this policy both between schools and within in order to impact each student's lived experiences. Equitable educational opportunities implies our access and enrollment policies center equity goals and address opportunity differences to ensure all students have access to a high quality education regardless of race, gender, or zip code. We further recognize the need for action at the school level given how tracking systems and the distribution of opportunities within schools is predictable by race and other social indicators.

VI. ACCOUNTABILITY FOR COMPETENCIES AND TRAINING

³ Our diversity and workforce equity commitments reaffirm *CPS Policy to Extend the Remedial Program for Minority and Women-owned Business Enterprise Participation in Goods and Services* (2016).

1. Types of Training Required

- A. All Schools, Offices, and Departments must have a plan for addressing professional learning requirements aligning to competencies of cultural responsiveness, anti-racism, anti-bias, and diversity outlined in this section and reflecting Public Act 100-0014 (2017) requiring implicit bias training for all Illinois education personnel.⁴ All Principals or designees including Assistant Principals, Chiefs, or Department Leads at the district and school level are responsible for aligning existing or additional professional learning with competencies outlined in this section. See Section VII for the Implementation Timeline subject to change at the discretion of the Chief Equity Officer and Chief of Teaching and Learning.

2. Who is Responsible for Training Development and Implementation:

- A. Schools, Offices, and Departments must organize professional learning - aligning to objectives and competencies above - annually for all staff focused on culturally responsive and anti-racist/anti-bias approaches as well as diversity and workforce equity goals as applicable. Schools are encouraged to anchor on student voice and partner with their respective LSCs.
- B. The district may provide professional development as deemed necessary to strengthen knowledge and skills of CRED Policy competencies for all CPS staff members at their discretion to ensure continuous improvement in competency attainment.
- C. For implementation strategies and professional learning support, please visit equity.cps.edu.

3. Professional Learning Requirements

- A. **Documentation:** The plan to address professional learning requirements may be included in a School, Office, or Department equity plan or be incorporated into continuous improvement processes like the Continuous Improvement Work Plan (CIWP) or Office Continuous Improvement (CI) Plan. For implementation strategies related to equity planning visit equity.cps.edu.
- B. **Monitoring:** Schools, Offices and Departments should measure progress toward their goals.

4. Overview of Required Competencies

- A. In each section of VI.5, we outline required competencies in the areas of culturally responsive education, anti-racism, anti-bias and diversity for all CPS staff. By SY23, all staff must ensure they meet competency requirements, and on a scale from 1 to 4, score at least a 2 in each competency area. Staff are encouraged to have a plan to continuously improve in competency attainment. For more information, go to equity.cps.edu.

5. Required Competencies for All CPS Staff

A. Culturally Responsive Education Competencies for All Staff

Overview: All CPS staff must center the following competencies of cultural responsiveness, anti-racism, anti-bias, and diversity in their practice. All Schools, Offices, and Departments are encouraged to engage in an annual assessment of the extent to which all Section VI.5 competencies are centered by relevant CPS staff. Schools, Offices and Departments are encouraged to create goals to meet all competencies through continuous improvement. The school district is encouraged to revisit and redesign existing employee, Central Office and school assessment systems to align with required competencies. Existing school, Central Office, and employee assessment systems to be revisited include, and are not limited to, the Continuous Improvement Work Plan (CIWP), Office and Department Continuous Improvement Plans, the School Excellence Framework, the Reach Framework, Principal Standards and the School Quality Rating Policy. In each case, the school district uses its discretion to continuously improve in competency attainment and for competencies to be centered in all of our work. All staff must reflect the competencies outlined in all of their work. More information on implementation strategies can be found at equity.cps.edu through the CPS Equity Framework, the Equity Toolkit and additional policy resources. Exemplary staff

⁴ Professional learning requirements align with mandatory implicit bias training for all Illinois education personnel through the Illinois Public Act 100-0014.

will be recognized and appreciated through the amended CPS Appreciation and Recognition Policy at the discretion of the Chief Executive Office.

In alignment with ISBE Culturally Responsive Teaching standards and Illinois Public Act 100-0014, Chicago Public Schools highlights the following competencies of cultural responsiveness reflecting our CPS Instructional Core and the CPS Equity Framework.

Required Competencies:

01. Focus on the assets and rich cultural experiences of students, rather than taking a deficit-based approach, in order to co-design educational spaces of belonging and inclusion.
02. Engage in anti-racist and anti-bias practices by being aware of how you show up for and support the students, staff and community you serve.
03. Ensure curriculum, text collections and operational materials reflect the lived experiences, cultures and languages of the students you serve with a focus on groups farthest from high quality educational opportunity.
04. Bring in more of the ancestral, experimental, and community-based epistemologies into how schools are organized and led (*Khalifa, 2021*).
05. Develop a sociopolitical consciousness that builds social awareness of the role the school district plays and has played in perpetuating and challenging inequities. Build awareness of the impact of cultural lenses on interpreting and evaluating CPS stakeholders individual and collective behaviors, which could undervalue cultural wealth (*Hammond, 2015*).
06. Learn from students and families by sharing power and developing student and family empowerment initiatives that highlight their voices, cultures and identities.
07. Use tools and strategies to assess curriculum and assessment for biases.
08. Ensure linguistic diversity is represented throughout the building and seek ways to reflect representation of world languages including Ebonics (*Oakland, 1996*).
09. Understand cultural, linguistic, cognitive, physical, and social and emotional differences, and consider the needs of each student when planning instruction.
10. Understand that there are systems in our society that create and reinforce inequities, thereby creating oppressive conditions. Therefore, educators should actively work to identify and eliminate barriers to opportunities, inequities in access to resources, and policies that impede student progress (*ISBE, 2021*).
11. Organize, allocate, and manage time, materials, technology, and physical space to provide active and equitable engagement of students in productive learning activities.
12. Invite students to bring their expertise to learning experiences/projects, challenge students to identify and explore issues they care about or generate solutions to problems that impact them in school and district life (*ISBE, 2021*).

B. Culturally Responsive Environment Competencies

Overview: All spaces where CPS service and work happens are required to center the following indicators of cultural competence:

Required Competencies:

01. Build students' knowledge and mental powers by recognizing and cultivating their brilliance (*Muhammad, 2020*).
02. Acknowledge, value, and center the historical and cultural knowledge, expertise, and lived experience of students and families.
03. Focus on cultural responsiveness, anti-racism, anti-bias, inclusion and most impacted voices in the classroom and ensure all lived aspects of school and district life align with equity values.
04. Engage in courageous conversations on racial equity, internal biases, systemic inequities, and system redesign.

05. Set conditions for safe/brave spaces where both healing and interruption can occur.
06. Strengthen the links between school, classroom, district and home to increase access and opportunity for parents.
07. Ensure students see themselves as agents of change with power and prioritize students farthest from opportunity in their efforts and actions to support school, communities and district life.
08. Embrace and encourage inclusive viewpoints and perspectives while leveraging the assets of our diverse Chicago communities.
09. Push self and others to include diverse traditions, perspectives, lived experiences and culturally relevant curriculum in school and district life.
10. Build on students' skills in associated content areas with a focus on least served students in order to build independent learning skills and increase intellectual capacity by first prioritizing belonging (*Hammond, 2013*).
11. Develop individual and school-wide equity vision, mission statements, and policies to guide decision-making.
12. Co-design culturally relevant educational experiences activating youth voice and leadership while embracing collectivist epistemologies.

C. Professional Learning Competencies for All CPS Staff

Overview: Annually, all staff must participate in professional learning as outlined in Section VI.1.A above. The learning must be supported by a Principal or designee, Chief or Department Lead, align with supervision and coaching, and be focused on the following competencies of culturally responsive education. Professional learning must be aligned with the anti-racism and anti-bias competencies in Section VI.5.F.

Required Competencies:

01. Engaging in critical self-reflection to assess how educators' thoughts, biases and perceptions affect their educational practice.
02. Utilizing tools to mitigate racist and biased behaviors in their context.
03. Developing educators' capacities for culturally responsive approaches in curriculum, instruction, and assessment in the context of Schoolwide and/or classroom equity goals (i.e. continuous improvement plans).
04. Elevating student voice data and surveys with a focus on most impacted students to inform professional learning design and implementation.
05. Promoting a vision for inclusive instructional and behavioral practices by centering the lived experiences of CPS families and communities.
06. Holding space in both affinity and across differences that authentically engage participants in courageous conversations about race and identity.
07. Using school data and equity audits, collaborative walkthroughs and indicators to measure cultural responsiveness, anti-racism, anti-bias, student inclusiveness, and related policy and practice.
08. Ensuring the efforts of professional learning leaders do not harm Black, Indigenous, people of Color and other impacted groups or contribute to undue burden while focusing on community and student experiences.
09. Understanding and applying the CPS Equity Framework with a focus on targeted universalism and the four dimensions of the CPS Equity Lens.
10. Creating conditions that seek to repair harm, foster mutual trust and understanding, and which help stakeholders at all levels to be accountable for equity.

D. Anti-racism and Anti-bias Education

Overview: All CPS stakeholders must commit to anti-racism and anti-bias approaches in all of our work and relationships. Building on the CPS Comprehensive Non-discrimination Policy, every stakeholder including students, staff, parents and guardians, LSC members, vendors, volunteers, emergency responders and anyone who steps foot in a CPS environment including an online platform, is considered a CPS stakeholder. In Chicago Public Schools, we must actively commit to and support anti-racism and meet baseline requirements established below. Beyond racial non-discrimination, each CPS stakeholder must commit to anti-racism and anti-bias, meaning as good samaritans we disrupt racism and bias in our context and report violations to the School district. The following are competencies of anti-racism and anti-bias required for all CPS stakeholders. In order to stand in our commitment to anti-racism, we must eliminate the entire spectrum of racism, oppression, colonization, and anti-Blackness in ourselves and our schools. We outline the spectrum of discrimination below from the most mild offenses to the most egregious examples of racism and bias.

Competency Requirements: Starting in SY22, all staff must develop in the following competencies while the School district partners on ensuring accountability exists in these areas. In SY23, all staff must meet competencies or have a plan to develop in relevant areas through ongoing continuous improvement and good faith efforts.

E. Non-discrimination and Reporting Requirements of Racism and Bias

01. Eliminate racial discrimination and oppression: This includes any “distinction, exclusion, restriction or preference based on race, color, community, national or ethnic origin which has the impact of nullifying or impairing the recognition, enjoyment, or exercise, of a right to an equitable educational experience and fundamental freedoms in the social, economic, cultural, political, and linguistic aspects of School, district and community life” (*United Nations, 2019*).
02. Mitigate all microaggressions: Microaggressions include “common slights, indignities, put downs and insults impact our people of Color, women and LGBT populations and other marginalized groups. To be anti-racist, all staff must eliminate their own microaggressions and identify microaggressions” (*Sue, 2010*).
03. Call out all forms of discrimination: The spectrum of discrimination ranges from indifference and minimization, to veiled racism/bias and acts of discrimination, to violence, hate crimes and institutional bias and racism (*SPAN, 2005*). The entire spectrum of discrimination must be eliminated for us to become anti-racist. Here is the spectrum of discrimination:
 - a. *Indifference and detouring* - neutrality when microaggressions, bias, and racism occur or diminishing anti-racist and anti-bias work.
 - b. *Minimization* - when we doubt, undermine, or cover up the lived experiences of the most affected CPS stakeholders.
 - c. *Microaggressions* - common slights, indignities, put downs, and insults experienced by most impacted community members.
 - d. *Veiled racism/bias* - deficit ideology, victim blaming, tokenism, reverse racism, or any covert or subtle words or actions reinforcing racist ideology, white supremacy or systems of oppression.
 - e. *Discrimination* - any act or espoused belief of racism or bias including anti-Blackness, anti-Asianness, anti-Latinxness, and anti-Indigenouness.
 - f. *Calls for violence, hate or racism* - acts of discrimination intending to influence or provoke others into carrying out psychological or physical violence especially acts of racism or bias.
 - g. *Violence, racism, or hate crime* - any act of emotional or physical violence based on race or other aspects of social identity.
 - h. *Collective/institutional violence, racism, or hate crime*.

04. Mitigate indifference and minimization: While these are the lowest offenses of discrimination, challenging indifference and minimization is the critical lever to connecting non-discrimination to anti-racism. When our most impacted community members experience any aspect of the spectrum of discrimination - whether or not they express it - and if we are aware or not - it is our responsibility to do something as an entire CPS community, and especially all CPS staff. Below we outline what we must do to first eliminate the entire spectrum of discrimination - including minimization and indifference - and what we must practice in order to maintain anti-racist and anti-bias requirements in ourselves and others across the School district.

F. Anti-racism and Anti-bias Requirement Overview

Overview: We outlined the spectrum of actions and espoused beliefs considered bias and discrimination. If we extend the spectrum further we are aspiring toward active anti-racism and anti-bias as most exemplary. In alignment with Public Act 100-0014 requiring implicit bias training, our continuum of anti-racism and anti-bias reaffirms all Schools, Offices, and Departments are encouraged to center the CPS Equity Framework with a focus on Liberatory Thinking and the competencies for anti-racism, anti-bias, and culturally responsive education outlined.

Below we outline a continuum of anti-racism and anti-bias beginning with learning and unlearning, building awareness and managing privilege. In SY22, subsections 01-05 are required for all CPS staff. For distinguishing between discrimination including microaggressions and competency non-alignment see Section VI.6.

All schools and areas of the organization are encouraged to center anti-racism, anti-bias and targeted universalism learning, continuous improvement goals, and necessary capacity building to be on the continuum of anti-racism and anti-bias with sections 01-05 required with an Implementation Timeline outlined in Section VII.

In SY23, it is expected that all School communities under the leadership of the principal, or designee and all CPS Offices and Departments have created intentional learning plans, continuous improvement goals and good faith efforts for all CPS stakeholders to meet subsection 01-05 competencies of the anti-racism and anti-bias continuum below.

01. Introduction: the following continuum of anti-racism and anti-bias competencies are mandates for all CPS staff beginning in SY22 and ongoing assessment will begin in SY23. See the Implementation Timeline in Section VIII. The purpose of the competencies is to ensure all CPS environments reflect tenants of anti-racist and anti-bias education.

G. Required Competencies on the Continuum of Anti-racism and Anti-bias for All Stakeholders

01.Learning Anti-racism and Anti-bias and Unlearning

- a. Recognize and commit to anti-racism and anti-bias as a process.
- b. Unlearn thinking perpetuating systems of oppression, and racism.
- c. Knowledge of self through racial and cultural identity development to end all forms of racism and discrimination.
- d. Reject color blindness and other forms of veiled racism, minimization and indifference.
- e. Ask critical, adaptive questions to ensure equitable learning environments for all stakeholders.
- f. Use tools, explore, and apply anti-racist and anti-bias resources.

02. Building Awareness and Unpacking Your Stance

- a. Build awareness of your own identity, biases, privileges, and experiences in the skin you are in within your CPS context.

- b. Unpack an equity stance or how we intend to show up to eliminate racism and bias.
- c. Understand positionality: achievement differences are driven by opportunity differences.
- d. Find ways to include voices and ideas that may have been previously ignored.

03. Managing Privilege, Bias, and Applying Anti-racist/bias Approaches

- a. Acknowledge and disrupt racism and the ideology of white supremacy in ourselves and others.
- b. Manage privilege and bias by acknowledging and mitigating personal bias. Take self-paced tests to explore your bias and racist beliefs on Harvard's Project Implicit Website.
- c. Ensure that you are not perpetuating any aspect of the spectrum of discrimination including indifference and minimization outlined above.
- d. Navigate potential conflicts situated in identity differences through cultural humility and listening and learning from students' ways of knowing (*Howard, 2018*).

04. Calling out and Dismantling All Racism, Bias, and Oppression at the Individual, Interpersonal, and Institutional Level

- a. Individual:
 - i. Report incidents of racial discrimination and bias pursuant to Office of Student Protections's Transforming Bias Based Harm Protocols found at cps.edu/osp.
 - ii. Identify and counteract racism and bias in learning and operational materials.
- b. Interpersonal:
 - i. When you see racism, do something, including:
 - 1. Transformational, long-term work in your context.
 - 2. Speaking out and naming injustices, racism, and bias.
- c. Institutional:
 - i. Examine the impact of policies and systems within their control and advance equitable solutions.
 - ii. Advocate for equitable resource allocation within context or role.
 - iii. Accurately report on all incidents of racial discrimination and bias and set goals to see a decrease through continuous improvement where disproportionately occurs.

05. Building Communities of Anti-racist and Anti-bias Praxis

- a. Find or create communities to focus on and develop anti-racist and anti-bias awareness in affinity and across difference.
- b. Partner inclusively with most impacted stakeholders and community organizations and CPS stakeholders.

(Competencies below Section 01-05 are not mandated. We believe the competencies are necessary to become an anti-racist and anti-bias School district).

06. Facilitation and Advocacy

- a. Facilitate learning in affinity and across differences to set conditions for interruption and healing.
- b. Facilitate targeted universalist learning and the 4 dimensions of the CPS equity lens.

- c. Create an action plan and organize a co-design team to disrupt inequitable systems and to co-design processes and initiatives to achieve equitable outcomes.

07. Transforming

- a. Create fair policies and systems in your context.
- b. Ensure resource equity in all decisions in your control.
- c. Inclusively partner with most affected stakeholders to redesign systems.
- d. Participate in organized anti-racist and anti-bias movements while beginning with personal liberation.
- e. Transform institutions in critical ways creating a culturally responsive, anti-racist, anti-bias and inclusive culture (*Herro, 1982*).
- f. Redesign policies and systems to address the pressing need for racial equity and to meet the needs of those most impacted by inequity.

08. Sustaining

- a. Monitor goals and continuously improve in ongoing racial equity initiatives and processes to ensure all CPS environments are anti-racist and anti-bias and reflect Inclusive Partnerships.
- b. Maintain and unpack our equity stances as individuals, schools, networks, departments, Offices, and LSCs.
- c. Take care of self and others.

09. Liberating

- a. Liberation at each level necessitates a freedom for all to exist, act, envision, and flourish unhinged by systems of oppression.
- b. Liberation occurs when each of us are free from all forms of oppression at the individual, interpersonal, and institutional level whereby forms of inequity are uprooted and the redesigned future state meets the unique needs and aspirations of all with an emphasis on greatest needs groups by people, place and period (*Young Women Envisioning Liberation, 2016*).

H. Required Competencies of Workforce Equity and Diversity for CPS Leaders

Overview: The following competencies of diversity and workforce equity apply to all Schools, Offices, Departments, CPS vendors, and LSCs. We believe to work toward liberation, as outlined in the anti-racism and anti-bias continuum, CPS staff and vendors should reflect the student populations they serve.

Monitoring: Each Office, Department, and School is encouraged to audit diversity and representativeness and create workforce equity goals as part of attaining competencies below.

Required Competencies

01. Conduct an equity audit of School, Office, Department or organizational composition anchoring on representation and diversity of staff and students at every level which includes examining the impact on equitable enrollment and access across CPS.
02. Create targeted universalist goals for employment in areas where Black, Latinx, Indigenous, people of Color, women, LGBTQ, and other greatest need groups are underrepresented (*powell, 2019*).
03. Measure progress of greatest needs groups towards the universal goal. For more information on the definition of a universal goal, see the CPS Equity Framework at equity.cps.edu.
04. Listen to greatest needs groups and co-design strategies to increase

representation and retention of greatest needs groups.

05. Create targeted universalist goals for employment practices and access and enrollment to ensure representativeness in your context as relevant.

6. Distinguishing CRED Policy Non-alignment and Violations of the Comprehensive Non-discrimination Policy

A. Reporting Acts of Racism or Discrimination including Microaggressions

01. Reporting to Office of Student Protections and Equal Opportunity Compliance Office (OSP/EOCO) and Retaliation Protection:

- a. If there is uncertainty on whether or not racial discrimination, or another form of bias-based behavior, occurred, then all CPS stakeholders are encouraged to report to the OSP/EOCO in alignment with the Comprehensive Non-discrimination and Diversity Policy and OSP's Transforming Bias-based Harm Protocols at cps.edu/osp .
- b. Any CPS stakeholder can report or discuss with OSP/EOCO based on the perception of any form of discrimination. All stakeholders are protected from any form of retaliation.

02. Distinguishing Competency Non-alignment and Discrimination:

- a. For the purpose of the Culturally Responsive Education and Diversity (CRED) Policy, we distinguish between acts of racism, bias and microaggressions, and systemwide accountability for cultural responsiveness, anti-racism, anti-bias, and diversity competencies outlined.
- b. We acknowledge underperforming in required competencies may include racial discrimination and other forms of bias. If discrimination including microaggressions are perceived, then all CPS stakeholder must report to OSP/EOCO.

B. Reporting Non-alignment with the CRED Policy:

01. Reporting to Principal, Chief or Department Lead:

- a. If the concern does not center on individual acts of racism, bias and microaggressions, rather the level of competence or willingness of CPS employees in meeting CRED competencies, then CPS stakeholders should report to a respective Principal, Chief or Department Lead, so it can be factored into ongoing continuous improvement in relation to competencies outlined.

02. Reporting to OSP/EOCO:

- a. The Principal, Chief or Department Lead may involve OSP/EOCO at their discretion if racial discrimination, or another form of bias-based behavior, including microaggressions, may have occurred.
- b. If there is uncertainty of whether or not racial discrimination, or any other form of bias, occurred, then all CPS stakeholders are encouraged to report to the OSP/EOCO in alignment with pre-existing Final New Comprehensive Non-discrimination and Diversity Policy. The OSP/EOCO will determine if discrimination occurred.
- c. Whether or not there are disciplinary measures established by OSP/EOCO, the School, Office, or Department Lead is responsible for continuously improving in meeting CRED competencies outlined in the policy.

C. Monitoring Competency Attainment

01. Additionally, the Office of Equity, the Office of Teaching and Learning, OSP/EOCO and other CPS Offices will partner to support continuous improvement in meeting CRED competency requirements for Schools, Offices, Departments, and LSCs, especially in areas where competencies are developing or insufficiently addressed.

VII. IMPLEMENTATION TIMELINE

Overview: the following implementation timeline provides guidance that is subject to change at the discretion of the Chief Equity Officer and Chief of Teaching and Learning.

A. SY22 - Learning Year

1. In SY22, all Schools, Offices and Departments learn about the Culturally Responsive Education and Diversity (CRED) Policy through professional learning.
2. The CRED competencies outlined are encouraged for all staff in the first year of policy implementation.

B. SY23 - Competencies Required and On-going Audits

1. In SY23, all Schools, Offices and Departments must meet the CRED competencies. All staff should meet competencies or it is encouraged they have a plan to develop in relevant competencies to ensure attainment.
2. The Office of Equity and the Office of Teaching and Learning will partner to ensure all staff continuously improve in meeting CRED competencies.

C. SY24 - CRED Policy Task Force Initiated

1. By SY24, the Office of Equity and the Office of Teaching and Learning will launch a Culturally Responsive Education and Diversity (CRED) Policy Task Force to design support for policy implementation.
2. The CRED Policy Task Force is subject to change at the discretion of the school district including starting and stopping Task Force activities.
3. The purpose of the CRED Policy Task Force is to ensure Inclusive Partnerships in policy implementation. See the definition of Inclusive Partnerships in Section II. The Task Force must be diverse and representative and include relevant Offices.

D. SY25 and beyond - Formal auditing requirements begin

1. In SY25, all Schools, Offices and Departments may be audited by the school district for competencies alignment at the discretion of the Chief Equity Officer and Chief of Teaching and Learning..

VIII. POLICY OVERSIGHT

A. Leadership and Administration

1. Board of Education: An annual report on the implementation of this policy may be submitted to the Board.
2. The CEO: The Office of Equity in partnership with the Office of Teaching and Learning will oversee the implementation of the CRED Policy. An equity audit may be conducted each year to monitor attainment of competencies of anti-racism and anti-bias, cultural responsiveness and diversity in each area of the organization.
3. The Office of Equity and the Office of Teaching and Learning: The school district will create the necessary procedures to effectively implement this policy. The Office of Equity in partnership with the Office of Teaching and Learning must oversee this policy in collaboration with Offices and Departments outlined.
4. Resource Equity: The Chief Equity Officer has discretion to make recommendations to address opportunity differences perpetuating achievement differences to CPS Offices and Departments through annual budgetary cycles and additional resource allocation opportunities in alignment with differentiated resource strategies supporting CRED Policy implementation.

B. Dissemination of the CRED Policy

1. CPS Staff: CPS hiring managers are encouraged to inform all applicants for employment, all current employees, all persons responsible for hiring within Talent and other Offices, Departments and Schools, all employee associations, and all District contractors and subcontractors to ensure continuous improvement in attainment of competencies of culturally responsive education, anti-racism, anti-bias and diversity outlined in Section VI.
2. CPS Vendors: all CPS vendors supporting the school district must understand and apply

the competencies of cultural responsiveness, anti-racism, anti-bias and diversity outlined by SY23. Vendors are encouraged to align with Section VI.5.E-H including required diversity and workforce equity competencies. The school district should make vendors aware of the competency requirements and incorporate them into recruitment, selection and retention of vendors.

3. Post-secondary institutions: CPS is encouraged to partner with postsecondary institutions in Illinois to inform them about competencies outlined in the CRED Policy and ISBE CRT guidance and encourage them to incorporate multicultural and anti-racist pedagogy into their undergraduate and graduate teacher training and administrative programs for successful matriculation in CPS student teaching and employment opportunities.

LEGAL REFERENCES: 105 ILCS 5/10-20.60