Students of the Hickman Mills C-1 School District deserve respectful learning environments in which their racial and ethnic diversity is valued and contributes to successful academic outcomes.

This policy confronts the institutional racism that results in predictably lower academic achievement for students of color than for their white peers. Eliminating the district's institutional racism will increase achievement, including on-time graduation, for all students while narrowing the gaps between the highest and lowest performing students.

The district acknowledges that complex societal and historical factors contribute to the inequity within the educational environment. Rather than perpetuating the resulting disparities, the district must address and overcome this inequity and institutional racism, providing all students with the support and opportunity to succeed.

**Systemic Disparities**

To interrupt systems that perpetuate inequities, the district will:

1. Invite and include people from all races and ethnicities to examine issues and find adaptive solutions which address the root causes and systems rather than technical solutions which provide one-time, situational fixes.

2. Develop the personal, professional and organizational skills and knowledge of its employees to enable them to address the role and presence of racism.

3. Eliminate practices that result in predictably lower academic achievement for any student racial group compared to peers.

**Systemic Equity**

The district shall implement and lead from a systemwide racial equity plan that stands on three critical pillars: family, student and community engagement; leadership; and teaching and learning.

**Family, Student and Community Engagement**

District employees will develop and implement equitable practices for and with district students, their families and other community members through various means, including:

1. Intentionally seeking and including students’ multiple racial perspectives in the development and implementation of culturally responsive teaching and learning practices and curriculum.
2. Engaging family and community members with staff and students, districtwide and at school and program sites, in the development and implementation of culturally appropriate and effective partnerships between home and school.

3. Inviting and including community members to bring multiple cultural perspectives to examining and solving issues that arise.

**Leadership**

District leaders will ensure that racial equity guides employee actions and leads to improved academic results by:

1. Recruiting, employing, supporting, retaining and continuously developing a workforce of racially conscious and culturally competent administrative, instructional and support personnel.


3. Replacing inequitable operational practices with systems that support implementation of this policy.

4. Focusing accountability systems and metrics on racially equitable results.

**Teaching and Learning**

District employees will work together to increase their individual and collective capacity to effectively teach a racially and ethnically diverse and changing student population by:

1. Ensuring a positive and academically rigorous school environment that engages all students.

2. Collaborating as teachers and administrators to create and implement culturally responsive instructional practices, curriculum and assessments.

3. Eliminating practices that lead to the over- or under-representation of any student racial group compared to peers.

**Implementation and Monitoring**

The Board directs the superintendent to develop and implement a systemwide racial equity plan with clear accountability and metrics which will result in measurable academic improvements for students. The superintendent shall regularly report progress on the plan and outcomes.
Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.