

**RESOLUTION\***  
**TO DECLARE RACISM IS A PUBLIC HEALTH CRISIS AS IT ADVERSELY IMPACTS OUR STUDENTS, FAMILIES, STAFF, AND COMMUNITY AT LARGE**

WHEREAS,	the Board of Education of the Champaign Unit School District #4 (“CUSD4”) in Champaign County, Illinois (“Board”), is a public school system within Champaign County; and
WHEREAS,	there is a long history of racism, discrimination, and segregation within our country, beginning over 400 years ago when enslaved human beings from African countries and of African descent were brought to what would become the United States; and
WHEREAS,	this history has negatively impacted health, educational, and economic outcomes for many racial groups, and specifically Blacks; and
WHEREAS,	extensive peer-reviewed research demonstrates that this history has had a lasting detrimental impact on the educational outcomes of Black students and other students of color through curriculum, discipline, and school climate; and
WHEREAS,	the district seeks to reduce the effects of structural/systemic racism, defined as “a system in which public policies, institutional practices, cultural representations, and other norms work in various, often reinforcing ways to perpetuate racial group inequity. It identifies dimensions of our history and culture that have allowed privileges associated with ‘whiteness’ and disadvantages associated with ‘color’ to endure and adapt over time. Structural racism is not something that a few people or institutions choose to practice. Instead it has been a feature of the social, economic and political systems in which we all exist” (Aspen Center for Community Change, 2020).
WHEREAS,	the Board acknowledges that our students are a diverse body of which 36.1% are Black; 33.4% are white; 13.1% are Latinx; 8.7% are Asian;

	8.5% are multi-racial; 0.3% identify as another race, all with diverse experiences (District Needs Assessment, 2020); and
WHEREAS,	in 2002, the District voluntarily entered into a consent decree to address educational outcomes, climate, and discipline for Black students and the Board desires to further implement policies, procedures, and practices that improve the outcomes for Black students; and
WHEREAS,	while the Board has existing policies and programs to promote racial equity, Black students lag behind white students on measures of academic achievement (see 2020 Assessment prepared by FourPoint Education Partners); and
WHEREAS,	the Board has demonstrated its desire to further implement vigorous actions by hiring a third-party (FourPoint Education Partners) to conduct a needs assessment, strategic plan, and further root cause analyses specific to serving our Black students; and
WHEREAS,	the Board desires to continue to live out its mandate and responsibility, as outlined in Policy 200.01 <u>Powers and Duties of the Board</u> to, “Evaluating the educational program, and approving School Improvement and District Improvement Plans when they are required to be developed or revised,” “Establishing student discipline policies designed to maintain an environment conducive to learning, including hearing individual student expulsion cases brought before it;” and “Communicating the schools' activities and operations to the community and representing the needs and desires of the community in educational matters.”
NOW, THEREFORE, BE IT RESOLVED by the Board of Education of the Champaign Unit School District #4 that:	
Section I	The Board hereby declares that <b>racism is a public health crisis</b> that negatively impacts our students, our families, our community, and our staff; the Board hereby declares its commitment to establishing, supporting, and sustaining a culture of anti-racism districtwide.

Section II	The Board directs its Board Policy Committee, in collaboration with students and families from historically marginalized populations, to <b>develop a racial equity policy</b> to guide our district’s equity work in an effort to reduce the effects of racism on our Black, Latinx and other marginalized students, families, staff, and community.
Section III	The Board directs its Curriculum Steering Committee and Education Excellence Equity (EEE) Committee to <b>develop or revise policies and protocols that integrate additional racially and culturally relevant content</b> , along with anti-racism instruction, into the curriculum. The Board further directs these committees to bring forward recommendations around the implementation of an aligned, culturally responsive social-emotional learning curriculum. The Board directs the Curriculum Steering Committee and EEE Committee to initially review and decide if African American History should be a general education course, as opposed to its current status as a general elective course, or if there is a better way to achieve the desired result of including such history in our curriculum and bring a recommendation before the Board. Similarly, the Board requests the Committees to address course naming, of courses such as “310 American Literature: Minority Authors,” and bring recommendations of revisions to the Board.
Section IV	The Board requests the Calendar Committee to recognize Juneteenth as a district holiday in its regular and balanced calendars. The Board requests the Calendar Committee now recognize the second Monday in October as Indigenous Peoples Day. The Board requests the Calendar Committee, in collaboration with representatives from the Muslim community, find a way to include significant holidays in our calendar so that Muslim students will not be penalized for observing these holidays as they conflict with the school day. Moving forward, the Board requests that the Calendar Committee reach out to various populations represented in our District to ensure our calendar is inclusive of important cultural holidays celebrated by our students, their families, our staff, and our community.
Section V	The Board directs the district to <b>recognize and honor the lives and history of local and national Indigenous Peoples</b> and the impact that history has had on their heritage within our curriculum. Additionally, the Board requests that the Board Policy Committee seek to strengthen its policies around racist and offensive imagery in our classrooms and school

	buildings.
Section VI	The Board directs the Superintendent or their designee(s) to <b>conduct expanded mandatory diversity and inclusion, equity, and implicit bias training</b> , to the extent it is not already being provided to district administration, teachers and staff (in accordance to their representative contracts) and <b>all</b> volunteers, advisors, and mentors who serve our students. Such training is warranted to achieve our stated strategic plan goals.
Section VII	The Board directs the Superintendent to <b>aggressively recruit and develop teachers and staff who reflect the diversity of students</b> . The Superintendent should continue to submit an annual report to the Board outlining the hiring and promotion trends and practices among racial groups inside CUSD4, including information regarding the racial composition of those hired from outside of the district for open positions. The Board directs the Superintendent or their designee to identify the person(s) specifically responsible for planning and implementing the marketing and strategy of recruitment and retention of Black educators. Additionally, the Board directs the Superintendent or designee to <b>review requirements to become a mentor and implement measures</b> to increase the racial diversity of its mentors.
Section VIII	The Board directs the Superintendent to <b>prepare an annual report</b> that provides the following information: the number of complaints received from teachers, staff, parents, students or community members regarding racial bias, the status of the investigation and the general outcome of each complaint, while maintaining individual privacy and confidentiality. The Board directs the Superintendent to <b>provide quarterly updates</b> with this information.
Section VIII	The Board directs the Discipline Equity Advisory (DEA) Committee and Safety Committees, primarily the District Crisis Response and Trauma Teams, to <b>work directly with administrators, teachers, students, and families to provide a recommendation to the Board for a revised discipline and safety system</b> that protects the physical, mental, and social health of students and staff through a culturally responsive, restorative justice model that prioritizes the goal of involving the Champaign Police Department only in emergent violent crises. The Board requests that the

	<p>district’s <b>Multi-Tiered System of Supports (MTSS)</b> be reviewed using <b>a culturally responsive lens</b> and that those interventions deemed restorative be given priority. Additionally, the Board <b>requests that district and building administration recognize, support, and find innovative ways to engage students in restorative practices outside of their core courses</b>, such as English and Math.</p>
Section X	<p>The Board directs the Superintendent to <b>publish student rights and responsibilities on every campus where School Resource Officers (SRO) are assigned and to increase training for teachers, principals, and administrators</b> on their responsibilities to provide fair and equitable discipline that centers the physical and mental health of all students and staff. The Board requests that a <b>discussion that centers the voices of a representative group of students, which also includes the Chief of Police, and other district stakeholders, accompany any SRO contract presented to the Board</b> to make informed decisions on the role of armed police officers in our schools.</p>
Section IX	<p>The Board directs its Board Policy Committee to <b>draft a policy that establishes Employee Resource Groups</b> (or, affinity groups) focused on intentionally supporting and improving retention, morale, professional growth, and opportunities for teachers and staff to collaborate in a supportive, affirming atmosphere. Additionally, the Board directs the Superintendent to <b>work with our nearly 1,900 employees to begin gathering feedback</b> regarding the establishment of Employee Resource Groups (or, affinity groups).</p>
Section XI	<p>The Board directs the EEE and DEA Committees to <b>regularly report to the Board and make public (while maintaining individual student privacy and confidentiality) the educational outcomes of Black students</b> and students of color specific to curriculum, discipline, opportunities, and school climate. The Board requests that EEE and DEA Committees identify intentional and meaningful academic and social/emotional interventions aligned to strategic plan goals and bring recommendations to the Board for possible implementation.</p>
Section XII	<p>Be it hereby resolved that the Board expects policy recommendations, as outlined in this resolution, to be brought forth within three (3) months for discussion and ratification; be it further resolved that the Board will</p>

	evaluate district progress towards the goals above and will revisit every six (6) months, with its first evaluation to be held at the first scheduled Board meeting in January 2021.
Section XIII	It is hereby found and determined that all formal actions of the Board concerning and relating to the adoption of this resolution were adopted in an open meeting of the Board.
	<i>*Adapted from Akron Public Schools Board Resolution #20-065 (June 8, 2020)</i>