

April 12, 2021 – BOE Policy Committee Meeting  
Redline of Definitions Discussed at this Meeting

**Racism:** ~~Racial prejudice toward a marginalized individual and/or community~~ defined as a system of structuring opportunity and assigning value based on the social interpretation of how one looks (which is what we call “race”), that unfairly disadvantages ~~People of Color~~ ~~some individuals and communities~~, and unfairly advantages other individuals and communities, ~~and saps the strength of the whole society through the waste of human resources~~. (Cincinnati Public Schools)

~~**Racism:** Racial prejudice toward a marginalized individual and/or community by people with social and institutional power. Racism manifests through individuals, institutions, and social structures. (Seattle Public Schools)~~

~~**Racism**— Social and institutional power combined with racial prejudice. It is a system of advantage for those considered white, and of oppression for those who are not considered white. It is a white supremacy system. (Indianapolis Public Schools)~~

**Racist and race-based misconduct:** actions, on and off school grounds, including but is not limited to inappropriate racial comments, intended slurs, jokes, pictures, objects, threats, physical assaults, intimidation, unequal application of policies, and unequal or biased grading. This encompasses offensiveness and misconduct that does not reach the level of racism, and misconduct that is sufficiently severe and pervasive that it rises to the level of racial harassment or discrimination. (Cincinnati Public Schools) **TABLE**

~~**Anti-racism:** the practice of identifying, challenging, and changing the values, structures, and behaviors that perpetuate systemic racism. (Cincinnati Public Schools)~~

**Anti-Racism:** The active process of identifying, examining, disrupting, and dismantling racist systems and structures (as well as the values, environments, and behaviors that uphold them) with the goal of creating an ~~inclusive and equitable~~ ~~anti-racist~~ institution. ~~that, in our case, leads to educational and employment justice~~. (Seattle Public Schools)

~~**Anti-Racism**— Efforts and ideas that challenge and resist racism of all types with an emphasis on institutions, structures, and systems rather than primarily focusing on individuals who are socialized in a society built on racist ideologies, policies, and practices. (Indianapolis Public Schools)~~

**Individual racism:** pre-judgment, bias, or discrimination by an individual based on race. This includes both privately held beliefs, conscious and unconscious, and external behaviors and actions towards others. (Cincinnati Public Schools) **NOTE IN MINUTES:** want to revisit to tie Implicit Bias to this definition.

~~**Individual Racism:** Pre-judgment, bias, or discrimination by an individual based on race. Individual racism, also known as personal racism, includes both privately held beliefs, conscious and unconscious, and external behaviors and actions towards others. (Seattle Public Schools)~~

~~**Institutional Racism** — Policies and practices in institutions or organizations that result in oppressing people of color while maintaining white supremacy regardless of the intent or consciousness of individuals in the institution. (Indianapolis Public Schools)~~

**Institutional Racism:** Racism that occurs within institutions and organizations, such as schools, that adopt and maintain policies, practices, and procedures that often unintentionally produce inequitable outcomes for People of Color ~~and advances for white people with privilege~~ and advantage other communities. (Seattle Public Schools)

**Structural Racism** – Systems (e.g. educational, economic, criminal justice, healthcare, etc.) that oppress People of Color while maintaining white supremacy. (Indianapolis Public Schools)

~~**Structural Racism:** Racism that is reinforced and perpetuated by the network of racist institutions/systems. These structural relationships and interdependencies between racist institutions have shaped and have been shaped by history, culture, ideology, and policies that perpetuate harm to Communities of Color. (Seattle Public Schools)~~

**Systemic racism:** encompasses the history and current reality of institutional racism across all institutions and society. It refers to the history, culture, ideology, and interactions of institutions and policies that perpetuate a system of inequity that is harmful detrimental to Communities of Color. (Cincinnati Public Schools)

**Color-blind Racism** – A present day racial ideology that holds the belief that people, institutions and policy makers should try to ignore race in order to claim a desire to treat all persons equally but having the effect of justifying oppression. Color-blindness uses a set of ideas, phrases, and stories to discount racial oppression. Furthermore, color-blindness plays on the myth that the social realities of race and racism have all but disappeared as a factor shaping the life changes of all Americans. (Indianapolis Public Schools)

**Bias** – The attitudes or stereotypes that affect one's understanding, actions, and decisions in a conscious or unconscious manner (e.g. feelings about other people based on characteristics such as race, ethnicity, age and appearance). (Indianapolis Public Schools)

**Implicit Bias** – ~~Refers to~~ The attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. (Indianapolis Public Schools)

**Race** – A false classification of human beings, created during a period of worldwide colonial expansion, by Europeans using themselves as the model for humanity for the purpose of

assigning and maintaining white access to power and advantage. This classification developed into a social construct that has real life implications for all individuals within a society. (Indianapolis Public Schools)

**Ethnicity** – Groups that share a common identity-based ancestry, language, or culture. It is often based on religion, beliefs, and customs as well as memories of migration and colonization. (Indianapolis Public Schools)

**People of Color** – Refers to individuals who identify as a member of a non-white racial group. An inclusive and unifying frame across different racial groups that are not White, to address racial inequities. ~~who may identify as Black or African American, Asian, South Asian, Middle Eastern, Pacific Islander, Latinx, Indigenous, and multiracial. Often used interchangeably with the term “black and brown.”~~ (Indianapolis Public Schools)

**Latinx** – Relating to people of Latin American origin or descent (used as a gender-neutral or non-binary alternative to Latino or Latina). (Indianapolis Public Schools)

**System:** Policies, practices, procedures, ideas, cultures, communications, and/or coordinated actions/inactions. (Seattle Public Schools)

**Educational equity-** Increasing academic achievement for all students while narrowing the gaps between the lowest and highest performing students. (Indianapolis Public Schools)

**Racial/Educational Equity:** The condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares in society. Similarly, educational justice eliminates the predictive value of social or cultural factors, such as race, class, or gender, on students' success. The focus, in Racial Equity efforts, is on securing the equitable survival, ability to thrive, dignity, and autonomy among people most impacted by institutional racism while in institutionally racist systems. This may involve reforming or replacing elements of the systems in place, but it is different from Anti-Racism because Anti-Racism efforts work to dismantle the current systems of institutional racism, and rebuild new racially equitable systems in their place. (Seattle Public Schools)

**White Supremacy** – A historically based, institutionally perpetuated system of exploitation and oppression of continents, nations, and peoples of color by White peoples and nations originating from the European continent for the purpose of maintaining and defending a system of wealth, power, and advantage. (Indianapolis Public Schools)

**Privilege/Advantage** – Unearned and unintentional advantage a person has by being a member of the dominant group in any given environment (race, class, able bodied, gender, sexual orientation, socioeconomic, etc.) that puts them at an advantage for those of them that have it. (Indianapolis Public Schools)

**Oppression** – A relationship of dominance and subordination between groups of people in which one benefits from the systematic abuse, exploitation, and/or injustice directed toward the other. (Indianapolis Public Schools)

**Intersectionality** – Framework that explores the dynamic between co-existing and intertwined identities (e.g. black, woman, poor, lesbian) and connected systems of oppression (e.g. racism, sexism, classism, homophobia, xenophobia), that cannot be examined in isolation. (Indianapolis Public Schools)

**Racial Disproportionality** – The ratio between the percentage of persons in a racial or ethnic group at a particular decision point or experiencing an event (e.g. maltreatment, incarceration, school dropouts, suspensions/expulsions, etc.) compared to the percentage of the same racial or ethnic group in the overall population. (Indianapolis Public Schools)

**Racial Disparity** – Unequal outcomes experienced by one racial or ethnic group when compared to another racial or ethnic group (in contrast, disproportionality compares the proportion of one racial or ethnic group to the same racial or ethnic group in the population). (Indianapolis Public Schools)