

# Annual Report: Policy 5139

## Anti-Racism, Equity, and Inclusion

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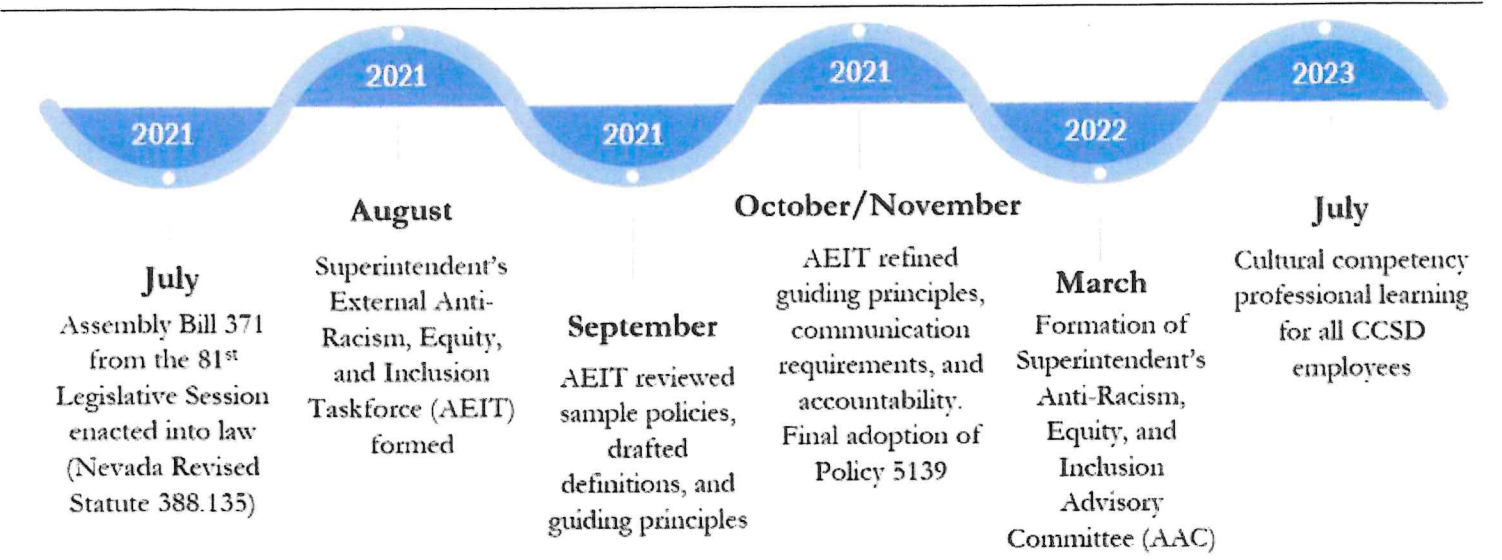


**Prepared by:**

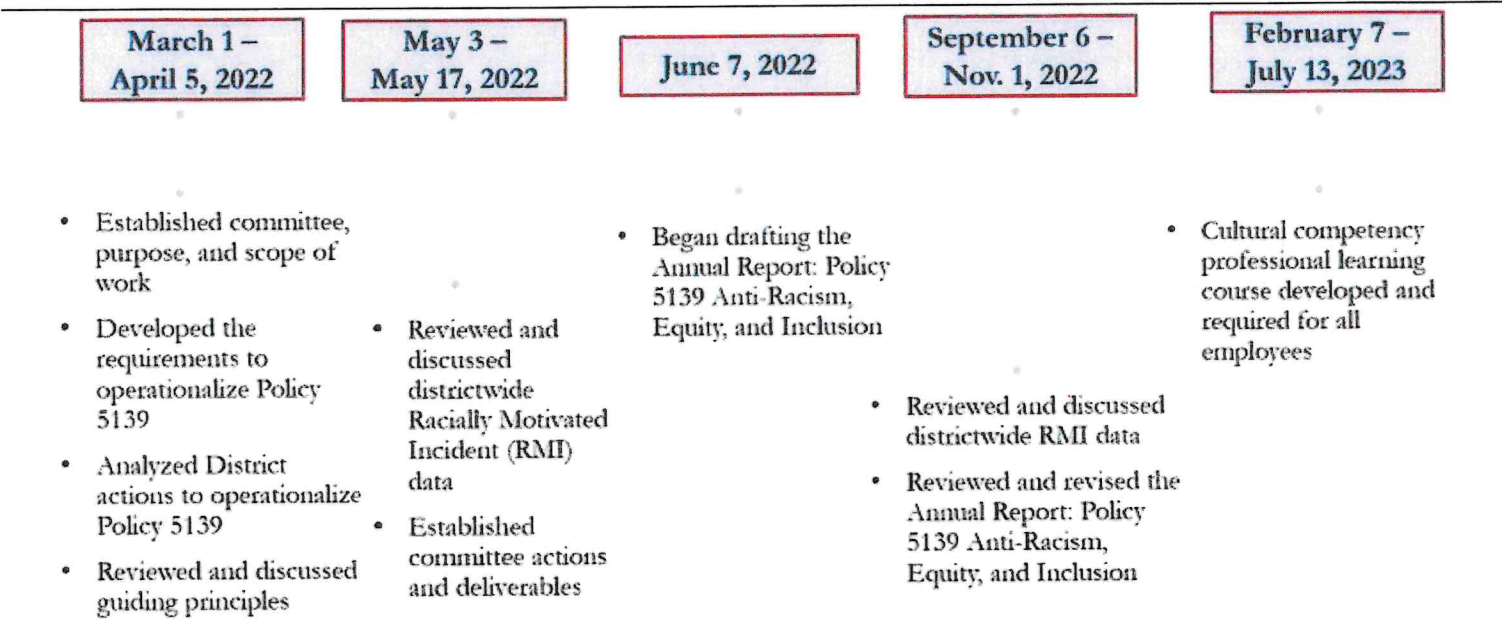
**Members of the Superintendent's Anti-Racism, Equity, and Inclusion Advisory Committee and the Equity and Diversity Education Department**



# Anti-Racism Policy Development Process



## Superintendent's Anti-Racism, Equity, and Inclusion Advisory Committee



## Purpose

The Clark County School District (District) rejects all forms of racism. Policy 5139 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.

## Guiding Principles

Five guiding principles establish a framework for expected behaviors in the District to assist decision-making regarding Anti-Racism, Equity, and Inclusion. This report will provide the Superintendent of Schools and the Board of School Trustees with a status of implementation based on the District's actions to operationalize Policy 5139, which includes ongoing input from the AAC.

## Guiding Principle

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: A guiding principle focused on multiculturalism and varying multiracial and socio-economic backgrounds.

### Multicultural Standards

Social justice, consciousness, and action

Respectful engagement with diverse people

Diverse contributions made by individuals from various racial and ethnic backgrounds including without limitation, information relating to contributions and impact

Numerous courses have been developed across District schools, designed to delve into the rich tapestry of cultural identity, history, and contributions stemming from the diverse backgrounds of our students. These courses emphasize a deep understanding of cultures, ethnicities, and races. For instance, twelve high schools offer a year-long course that immerses students in a comprehensive exploration of the African-American experience in the United States. This program encompasses African-American literature, art, drama, architecture, music, dance, history, and philosophy. Notably, one high school has gone a step further by aligning its curriculum with the Advanced Placement examination requirements for African-American studies, enabling students to excel academically while gaining profound insights. Furthermore, the courses highlight the diversity within African-American communities in the United States, placing them within the broader context of Africa and the African Diaspora, both past and present. This work extends to two middle schools and six high schools with the Latinos in Leadership/Action course, which provides a foundation to empower Latino youth to be college and career-ready through service, leadership, culture, and excellence in education. Students engage in culturally relevant practices to instill a sense of leadership and community.

District departments have meticulously reviewed resources to support educators in structuring learning experiences that enable students to attain proficiency in content and learning skills, adhering to the Nevada Academic Content Standards: Multicultural Standards. These standards are rooted in promoting social justice, consciousness, and action.

In a middle school in the District the Curriculum and Instruction Division collaborated closely with school staff to introduce a dynamic African-American course. This course critically examines the traits and characteristics of notable historical figures, delving into their profound impact on society. Through this course, students embark on an exploration of the intricate relationships between these individuals, allowing them to compare and contrast their influence on leadership, culture, economics, and law across diverse societies.

It is important to highlight that the District, in accordance with Regulation 6150, mandates robust processes to ensure that instructional materials chosen by school staff honor the richness of cultural experiences and the humanity of our students, families, and communities. This commitment ensures equitable access, fosters racial equity, and promotes representation within academic programs, fostering an inclusive environment for all students.

### AAC Recommendations

- Enhance accountability in the implementation of multicultural standards, viewing it as a valuable opportunity to celebrate the diversity of student cultures and better equip students for success in an increasingly diverse world.
- Facilitate collaborative partnerships with colleges, universities, and support organizations to identify and access resources that align with the teaching of multicultural standards, enriching the educational experience.
- Institute a commitment within schools to ensure equal access for all students to culturally-relevant curricular materials, teaching practices, instructional methods, and assessments, ensuring that every culture, ethnicity, and race is equally represented and respected.
- Expand aforementioned middle school courses to other campuses in the District.



- Implement a comprehensive evaluation system, encompassing student surveys, analysis of assessment items, and a requirement for schools to provide lesson plans that encompass a range of diverse learning experiences, enabling the measurement of effective implementation.
- Establish robust District oversight mechanisms to guarantee the continuity of multicultural standards implementation and the delivery of expected outcomes.

**Guiding Principle B** 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.

The District has introduced the University of Family Learning, a comprehensive program offering families educational resources and support through a diverse range of classes and workshops. These sessions are designed to empower parents/guardians by equipping them with the knowledge and skills needed to navigate the school system effectively, foster leadership qualities, and advocate for their children's education. Additionally, the District has instituted a Multi-Tiered System of Supports (MTSS) policy across all schools, accompanied by professional learning initiatives aimed toward assisting schools in implementing MTSS strategies with utmost effectiveness.

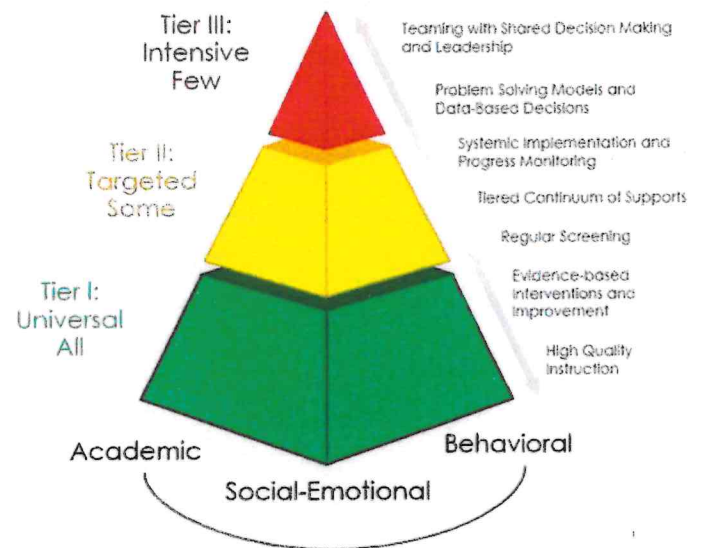
Various divisions and departments within the District collaborate seamlessly to deliver professional learning opportunities encompassing standards-based instruction, academic interventions, Positive Behavioral Interventions and Supports (PBIS), mental health services, social-emotional learning, as well as restorative and trauma-informed practices. These initiatives have been designed to enhance overall academic achievement.

Moreover, the District has undertaken significant initiatives to bolster staff diversity. By forging strategic partnerships, the District established a robust pipeline to recruit diverse candidates for leadership roles. The District also provides invaluable support to professionals and substitute teachers, enabling them to obtain elementary or special education licensure within one year.

Notable partners include:

- The Association of Latino Administrators and Superintendents
- Nevada African American Administrators and Superintendents Association
- Howard University/Voices of Equity
- Harvard University
- University of Nevada, Las Vegas

Furthermore, the District has become a proud member of a national consortium, collaborating with numerous public and charter school districts across the nation. This collective effort aims to foster mutual learning of evidence-based practices and share valuable



leadership insights, while collectively striving to ensure that workforce demographics closely mirror those of the students served by the District. In an effort to boost extracurricular participation, the District has invested in implementing chess programs at all elementary schools, providing paid advisors to cultivate the skills needed in various science, technology, engineering, and math-related (STEM) fields. Additionally, the District formed partnerships to facilitate access to chess programs, increase middle school sports participation, and engage students in activities that promote critical thinking, strategic planning, problem-solving, and abstract reasoning. These endeavors aim to enrich the overall educational experience for students.

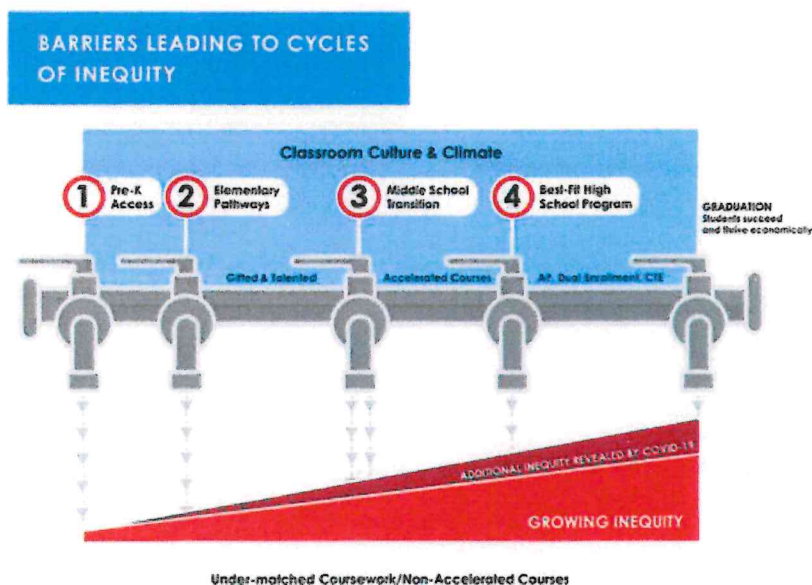
## AAC Recommendations

- Highlight the critical importance of mandating cultural competency professional learning, encompassing both explicit and implicit bias awareness, for all current and prospective employees.
- Forge a collaborative pathway with CSN to facilitate teacher licensure opportunities for support professionals who possess a high school diploma.
- Recognize transportation as a systemic obstacle and advocate for the exploration of innovative transportation solutions. These solutions should aim to enhance access to schools offering advanced courses and programs across the District. Consider fostering partnerships with private charter bus companies and engaging with the Regional Transportation Commission of Southern Nevada to broaden access, as needed.
- Undertake a comprehensive review of the Change of School Assignment report to ensure equitable representation for historically-underrepresented student groups at magnet schools and career and technical academy high schools.

## Guiding Principle

C

**Optimize Access to Instructional Programming While Improving Academic Performance of Underrepresented Students:** A guiding principle that attempts to fortify Pre-Kindergarten (Pre-K) access, elementary pathways, middle school transition, and best-fit high school programs to close Barriers Leading to Cycles of Inequity.



Elevating access represents the initial stride toward enhancing academic performance, transcending racial, ethnic, and socioeconomic divides. The Superintendent's Student Equity and Access Commission Report published in 2020, *Achieving Equity and Access in the Clark County School District*, underscored disparities in Grade 8 advanced mathematics enrollment, a disconnect from the District's racial and ethnic composition. These gaps emerged across various educational stages, from Pre-Kindergarten to high school, encompassing pathways, magnet programs, Gifted and Talented Education (GATE), middle school accelerated coursework, high school coursework, Advanced Placement (AP),

International Baccalaureate (IB), Dual Enrollment, honors, and career and technical education (CTE).

With the overarching objective of instituting an effective MTSS framework in every school, historically-underrepresented student groups must receive the precise and intensive interventions necessary to enhance their academic prowess and accomplishments. To further ensure that all students have impartial access to courses, programs, and curriculum offerings, comprehensive course enrollment guides have been developed. These guides aid school counselors in facilitating students' enrollment in the most fitting courses, thus eliminating subjectivity from transitional grade-level course placements. This guarantees that students are appropriately situated within the academic rigor spectrum, free from the influence of bias.



The Teaching and Learning Unit and the College and Career Readiness and School Choice Division have undertaken strategic initiatives, meticulously scrutinizing high school master schedules to identify access gaps and refine college and career pathways. The overarching goal is to augment accessibility to advanced-level coursework while aligning curricular offerings with students' collegiate and career aspirations. This approach has led to a substantial expansion of college preparatory options, with particular emphasis on the robust Dual Enrollment program in collaboration with the University of Nevada, Reno, known as the "Collegiate Academies." Over the past two years, this program has flourished from two to fifteen schools. In 2022–2023, a notable enrollment surge of 1,707 students occurred in AP, and 684 more students experienced access to CTE, 2,003 more students accessed Dual Enrollment, and 412 more students accessed the IB program. These enrollment statistics mirror the demographic composition of the District. Furthermore, GATE screening is now accessible to all Grade 2 students, with the objective of assessing a broader pool of students for placement in academically rigorous programs.

In addition to these efforts, the District has joined forces with external organizations to orchestrate Young Men and Women Leadership Conferences, complemented by Historically Black Colleges and Universities (HBCU) Recruitment Fairs. These initiatives equip students with leadership skills, offer insights into prospective careers, and provide a glimpse into life on HBCU campuses, thus broadening horizons and fostering personal and academic growth.

### AAC Recommendations

- Promoting a level playing field for all students, equitable access to rigorous academic programs, including GATE, Magnet/CTA, AP, and CTE, should be made available across all schools. This concerted effort aims to cultivate an environment conducive to achieving College and Career Readiness Diplomas.
- Furthermore, it is imperative for schools to actively engage parents/guardians by acquainting them with the myriad benefits of advanced and college-level courses and programs. This collaborative approach ensures that all stakeholders are well-informed about the advantages of these educational opportunities, fostering a shared commitment to student success.

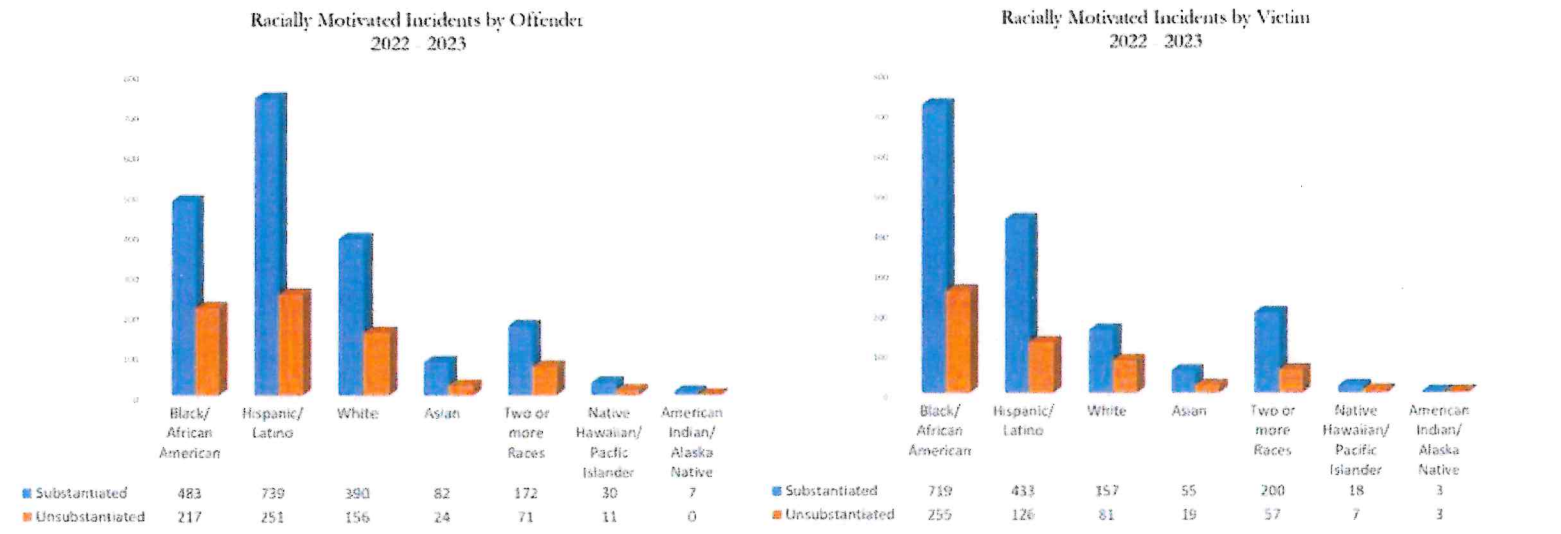
**Guiding Principle**      **Initiate and Continue Accountability for All Staff, Parents/Guardians, and Students**  
**D**      **in the District: A guiding principle delineating metrics and outcomes necessary for specific actions while highlighting consequences for violation of established requirements.**

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All employees are expected to strictly adhere to the policies adopted by the District. As per Policy 5137, it is mandatory for all employees who witness or receive information regarding an incident of Discrimination Based on Race, Bullying, or Cyberbullying, whether it occurs on any District facility, school premises, within school buildings, on school buses, or during school-sponsored activities, to promptly report it to the principal or their designated representative. This reporting should occur without delay and, ideally, within the same day the employee becomes aware of the incident. In cases of students violating the Discrimination Based on Race, Bullying, or Cyberbullying policy, disciplinary actions are carried out in accordance with CCSD Regulation 5141. Administrative responses should prioritize restorative disciplinary practices to address the behavior effectively.

The District is fully committed to complying with Regulation 4110, titled "Employment Discrimination, Harassment, and Sexual Harassment: All Employees," along with relevant administrative procedures, collective bargaining agreements, and other applicable legal provisions. Any District employee found to have violated the Discrimination Based on Race, Bullying, or Cyberbullying Policy shall be subject to disciplinary action.

Administrators, including school principals or their designees, as well as those assigned to central services departments or divisions, will face disciplinary consequences if they knowingly and willfully fail to adhere to the stipulations outlined in NRS 388.1351. Principals hold the responsibility of investigating all reports and complaints related to Discrimination Based on Race, Bullying, and Cyberbullying within the prescribed timeframes set forth in NRS 388.1351. The District has amended Policy 5137, conducted professional learning for all school-based administrators, and established a comprehensive Checklist for School Administrators to ensure systematic adherence to the requirements of NRS 388.1351. In line with the District’s commitment to accountability, various measures are being instituted to uphold all Guiding Principles in Policy 5139. For example, one such measure involves fostering collaboration between schools and families during School Organizational Team meetings to address issues related to individual and institutional racism, conflict resolution, and equity.



AAC Recommendations

Ensuring accountability stands as a paramount focus for the AAC in the practical implementation of Policy 5139.

	Provide Professional Learning and/or Educational Opportunities for Staff, Parents/
Guiding Principle	Guardians, and Students: A guiding principle focused on building capacity of those
E	impacting the organization to create a culture of anti-racism.

All central office divisions and departments have collaboratively crafted a comprehensive Districtwide Professional Learning Plan that encompasses every facet of the educational and instructional process. This plan will be disseminated to all employees, providing a roadmap for professional growth. The professional learning initiatives will be aligned with Nevada’s Standards for Professional Development, ensuring tailored approaches to meet the unique needs of each school’s diverse community.

Nevada’s Standards for Professional Development are structured around four fundamental pillars, each with one to three professional learning standards:

- Essential Conditions (Encompassing Learning Communities, Leadership, and Resources)
- Quality and Effectiveness (Involving Data, Learning Designs, and Implementation)
- Content (Addressing Outcomes)
- Equity (Including Equity and Cultural Competence)

To assess the attainment of these core elements through the provided professional learning, the District will continue to utilize the rubric provided by the Nevada Department of Education. This approach ensures a comprehensive evaluation of the effectiveness of professional learning initiatives, offering a clear measure of systemic success.

In a proactive effort to address historical, current, and future challenges involving various forms of racism, the Clark County School District has forged partnerships with evidence-based, nationally respected, external consultants who possess expertise in these critical areas.

Professional Learning (PL) Process and Data

	Districtwide	School
High Impact	<ul style="list-style-type: none"><li>• Policy 5137: Investigation Process<ul style="list-style-type: none"><li>○ 10 one-hour summer PL sessions were provided for all principals</li><li>○ 8 two-hour summer PL sessions were provided for all assistant principals</li></ul></li><li>• 1,351 administrators received PL to utilize restorative practices protocols to conduct restorative circles and conferences</li><li>• Four trauma-informed courses were created and offered at all District Staff Development Days to focus on components of trauma-sensitive schools</li><li>• Cultural competency and implicit bias PL opportunities are required to bridge gaps and improve adult-to-student relationships, behavior, and academic performance</li></ul>	<ul style="list-style-type: none"><li>• Up to 5 staff members at 372 schools received 13 hours of PL in restorative practices</li><li>• 1 staff person at 372 schools will receive 20 hours of PL to become a restorative practices trainer</li><li>• 687 educators received PL in restorative and trauma-informed practices during the Summer Institute provided by the Equity and Diversity Education Department</li><li>• 270 teachers are engaging in three two-hour PL sessions in culturally and linguistically responsive teaching practices</li></ul>

Additionally, the District has taken substantial steps to foster cultural competency among its workforce. As of September 18, 2023, 5,200 employees completed cultural competency professional learning, equipping them with a deep understanding of the cultural identity, history, and contributions of the multicultural and multiracial/ethnic backgrounds of students. Notably, this commitment to cultural competency extends to all 40,000 CCSD employees, who are mandated to complete such professional learning by July 1, 2024, reinforcing the District's dedication to fostering an inclusive and culturally-sensitive educational environment.

AAC Recommendations

- Parents/guardians should have the opportunity to review curriculum, information, and related materials before they are introduced to students.
- Policy 5139 should be prominently featured on both school and District websites to ensure transparency and accessibility for all stakeholders.

Communication of Policy Requirements

The Anti-Racism, Equity, and Inclusion policy will be posted in a prominent place in all District schools and buildings, illustrating that racially motivated incidents are prohibited and will not be tolerated.



## Superintendent's Anti-Racism, Equity, and Inclusion Advisory Committee

Name	Affiliation/Organization
Abarca, Bernardo	Clark County School District Police Department
Abebe, Eden	Student
Archuleta, Gianna	Student
Belizaire, Naika	Student
Brislin, Jolie	Anti-Defamation League
Chi, Terry	Vegas PBS
Collins, Gene	Westside Community Advocate
Davis, Suynn	Community Advocate
Diaz, Gabriel	Student
Earl, Deborah	Power2Parent
Hawley, Katie	Youth Power Project
Lewis, Ryan	Clark County Association of School Administrators and Professional-technical Employees
Mandefero, Econia	Student
Marshall, Jshauntae	No Racism in Schools #1865
McCoy, Roxanne	Former President of the National Association for the Advancement of Colored People (NAACP)
Ortiz, Joseph A.	Student
Pham, Tuan	Clark County American Asian Pacific Islanders
Raines, Tara	My Brother's Keeper
Ramanathan, Shria	Alumnus
Rodriguez, Desiree	Student
Sotelo-Calderon, Kathia	Make the Road Nevada
Tillar, Mel	100 Black Men of Las Vegas
Williams, Yvette	Clark County Black Caucus