



INCLUSIVE & ANTI-RACIST CURRICULUM IN DISTRICT 97

Schools are a reflection of our society, so in the wake of social justice and anti-racism demonstrations, we must support our students in becoming global citizens in a diverse democracy.

Our Equity Policy is our guide.

Ensuring Racial and Educational Equity: District 97 seeks to disrupt societal and historical inequities arising from institutional racism and white supremacy in our schools and eliminate disparities based on student status so that all our students will benefit and reach their potential.



Our work begins now.

During the 2020-21 school year, D97:

- Incorporated teaching and learning materials designed to reduce bias, support understanding and appreciation of culture, class, language, ethnicity and other differences.
- Teachers engaged in learning and exploring resources around the [Learning for Justice Standards](#).
- Engaged all middle school students in reading [Stamped](#) by Jason Reynolds and Dr. Ibram X. Kendi.
- Piloted the first African-American history course at Julian Middle School.

Progress continues in 2021-22:

- Additional social justice standards will be incorporated across all grade levels.
- Staff will conduct a curricular review of social science resources for K-8 through an anti-racist lens.
- In partnership with the National Equity Project, middle schools will begin revising Individuals and Societies units to be more culturally responsive.

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Self-reflection & individual learning is a measure of support.

Dr. Andrew Ibrahim's model for Becoming Anti-Racist.



Resources

In addition to this framework, there are a myriad of resources that exist to unpack an anti-racist countenance and existence as well as support the delivery of anti-racist curricula. A few can be found here:

[Being Anti-Racist](#)

[The 1619 Project](#)

[Learning for Justice](#)



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