

The Veritas Network Anti-Racism Standards

Racism is a system of privilege, inequality, and oppression based on perceived categorical differences, value assigned to those differences, and a system of oppression that rewards and punishes people based on the assigned differences. It is manifested politically, socially, economically, culturally, interpersonally, and intrapersonally in the history of the United States.

The Veritas Network is committed to becoming an anti-racist organization. We understand that racism impacts our students, families, and staff. The vast majority of Veritas students are students of color. Latinx students account for 80% of the student body across both of our schools, while African American students comprise 12% of the student population.

In order for our organization and our society to change, we believe that change must come from within. We believe that in order to combat racism, we have to combat structural racism and internalized superiority and oppression.

The Veritas Network understands that undoing racism in society and within ourselves is an ongoing journey. We believe establishing and implementing anti-racism organizational standards will further our progress on this journey.

Policy, Leadership And Management
1. The Veritas Network has written an anti-racism policy distinct from its antidiscrimination, harassment and equal opportunity policies. The policy addresses the system of racism and the internal and external impact on our students and staff.
2. Anti-racism is included as an explicit part of all the school's policies, ensuring they are written through an anti racist lens.
3. The Anti-racism policy has been written, endorsed, adopted and implemented by executive leadership and the board.
4. An anti-racism strategic plan which is linked to the Veritas Network's strategic priorities sets clear goals for meeting the recommendations of the Change Team.
5. All stakeholders are informed of and held accountable to the Veritas Network's anti-racism policy through a definitive process that is designed by the Change Team.
6. The anti-racism policy is regularly reviewed and evaluated for its effectiveness and appropriate application throughout the organization.
7. Reviews and evaluations of the anti-racism policy takes into account the needs and views of all stakeholders in the Veritas Network community.

8. The Veritas Network's work to implement and manage its anti-racism goals will be led by the Change Team, a culturally-diverse group of staff members from all levels of the network.

Family and Community Engagement

9. The Veritas Network develops and implements strategies for continuous analysis of communication and language barriers for students and families and addresses these in a systematic and proactive way.

10. The Veritas Network develops and implements policies and supports for staff engagement with families through proactive and positive communications and events that promote and make use of community and family strengths. Staff professional learning includes an analysis of racism and addresses staff biases, as well as internalized racial superiority and oppression that may impact interactions between school and community.

11. The Veritas Network engages families and community members as important stakeholders in decision-making and as accountability partners. The Veritas Prep Network institutes policies to ensure that students and families' voices are represented in the carrying out of the vision of the Network. The Veritas Prep Network institutes policies that uplift and prioritize the voices of historically marginalized communities.

12. The Veritas Network partners with families and the community to understand and dismantle the systems of oppression that impact academic achievement and students' personal development. This includes analysis of barriers that families face that impact attendance, behavior, mental health, social-emotional well-being, academic habits and academic success.

13. The Veritas Network plans and implements a strategic series of learning experiences to engage students, families and the community in understanding and dismantling racism. This may include but is not limited to providing opportunities and/or pathways for parent and community members to become the leaders and facilitators of this work.

Student Personal Development

14. The Veritas Network develops and implements strategies for continuous learning about and the dismantling of systemic disparities in the educational achievement and progress of students from historically marginalized groups. Data compilations, meetings, and reports must provide data for subgroups including but not limited to race, gender, language learners, and students with learning disabilities.

15. The Veritas Network creates, implements, and monitors policies to ensure that all students receive the support and guidance they need for personal and academic growth. These policies take into account ongoing analysis of the historical, sociological, economic and political marginalization of the students' groups.

16. The Veritas Network creates and implements policies to ensure *just* and student-centered decision-making for retention, summer school, or break academies.

17. Through an analysis of the racism prevalent in each area, the Veritas Network institutionalized *just* practices in college and career education, employment options counseling, and training and career choice to support students' and families' plans for the future. These practices take into account all options, not just those typically assigned to marginalized groups. Additionally, they outline and brainstorm solutions for existing barriers due to systemic oppression.

18. The Veritas Network develops and implements an identity-building social-emotional learning curriculum with an anti-racist lens.

19. The Veritas Network embeds learning experiences into all curricula, classroom activities, and interactions with students to strengthen students' awareness and understanding of systemic racism and equip students with the tools to confront barriers and combat oppressive structures.

20. With an anti-racist lens, the Veritas Network engages in creative ongoing outreach for alumni to continue the learning around racism and systems of oppression. The Veritas Network provides intentional support through various stages of college and career preparation. *(Support may include but is not limited to test preparation, course selection in high school and college, college exploration and visits, essay writing, resume building, guidance counseling, financial aid / scholarship support, mentoring, transitional support after graduation or at the start of college, etc.)*

Staff Recruitment, Retention, Training and Professional Development

21. The Veritas Network ensures that people from marginalized groups are well-represented on the staff. To accomplish this goal, the Veritas Network works with community members, especially community members representative of marginalized groups, for direction and insight.

22. The Veritas Network ensures that its recruitment and selection processes involve a diverse team of staff from all levels within the organization.

23. The Veritas Network ensures that its recruitment and selection procedures attract and retain staff from marginalized groups.

24. The Veritas Network ensures that people from marginalized groups are represented at all levels of employment within the Veritas Network.

25. The Veritas Network's recruitment and selection process is periodically reviewed to ensure that it accomplishes the goals set forth in this section.

26. The Veritas Network monitors the professional development of staff to identify and remove inequities that harm staff from marginalized groups.

27. The Veritas Network provides equitable opportunities for professional development for staff from marginalized groups.

28. All Veritas Network staff go through regular training programs on anti-racism and cultural diversity, including issues of oppression.

29. All staff members within the Veritas Network are evaluated on their effectiveness in applying the Anti-Racism Standards set forth in this document.

Curriculum, Teaching, and Assessment

30. Curriculum planning is centered on the lived experiences of students of color. Students are offered a curriculum that addresses racism and offers meaningful representations of student backgrounds. In all areas of the curriculum, canonical works are not inherently valued over texts that reflect student backgrounds. Curriculum developers and network leaders reflect regularly on the role of white supremacy in shaping the canon.

31. The Veritas Network provides ongoing support and resources as educators develop and re-evaluate teaching styles and practices in light of anti-racism principles. School-wide procedures and instructional methods are adopted based on the academic and social-emotional needs of the students we serve, which are directly linked to systemic racism and other forms of oppression.

32. Assessment methods are intentionally developed and selected with anti-racism principles in mind and action is taken to address racism and any other bias that is identified in existing assessment tools. Curriculum writers, school leaders, and network staff will work in tandem to detect and address racism and any other bias within assessment tools. Discussions around students' academic skill gaps are not divorced from the history of racism and educational inequity that drives the achievement gap.

33. The network's curriculum writers and school leaders use qualitative and quantitative data to monitor their effectiveness in providing an appropriate curriculum that is anti-racist and rooted in the dismantling of systems of oppression.

34. Teaching methods honor the racial and cultural differences of all students. Educators are provided with coaching and professional development that is aligned with the principles of anti-racism.

35. Expectations for academic habits and classroom conduct will be explicitly taught to students, and staff will not assume that students “should know” automatically what actions are expected of them.

36. Steps are taken to ensure that the curriculum draws on areas of interest and relevance to students from historically marginalized groups.

37. The network will ensure that students, educators, and families are provided with formal and informal opportunities to share feedback on curriculum throughout the academic year. Action is taken to alter curriculum based on the needs and experiences of all stakeholders.

38. The curriculum encourages and equips all students to identify the root causes of inequities within our society, and aims to help them develop the skills and expertise needed to address bias, prejudice, stereotyping, racism, and other forms of oppression. Students will be given opportunities to learn about anti-racism, human rights, and social justice in core content areas and through extracurricular activities.

39. The Veritas Network takes steps to ensure that resources in all areas of the curriculum are inclusive and anti-racist. Resources that promote a greater understanding of equity and the importance of challenging racism, bias, and discrimination are used in all areas of the curriculum.

Restoration and Re-entry

40. The Veritas Network will use an anti-racism lens and equitable mindset in regards to situations of reform and re-entry of struggling students. Keeping in mind not to make any bias/prejudice decisions regardless of students’ race, gender identity, or ethnicity.

41. The Veritas Network will make sure that teachers, counselors, and the culture team are ensuring that parents and students are treated with equal expectations throughout an anti-racist restorative discipline process. Discipline decisions will be based on the information gathered from all parties involved rather than judging outcomes based on the student’s ethnicity, culture, or background.

42. The Veritas Network will adhere to the processes of training staff in restorative practices to eliminate recurring bias judgement towards students of color upon return to school. Each student will receive a fresh start to combat repetitive discipline conditioned by the school-to-prison pipeline ideals.

43. The Veritas Network will constantly reevaluate the anti racism restoration and reentry policies and practices as it impacts students who experience oppression. The district will require teachers, administrators, and other parties who impact student experience to consistently evaluate the manner in which racism manifests through their enactment of said restorative and reentry policies.

44. We understand that there is no “one size fits all” policy to student discipline. We need to see the whole child and use relationship-building as the fulcrum on which restoration and reentry policies are implemented.