

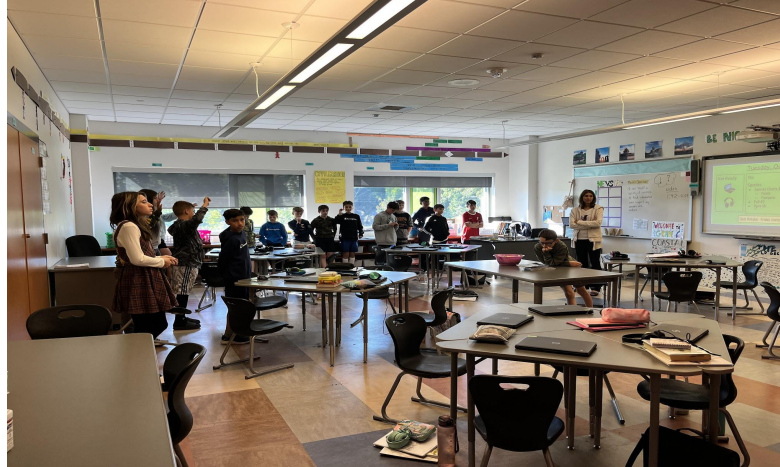
The Purpose of DEI and curriculum review in Massachusetts Public Schools

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Appearance

- **Appearance:** Making judgments about others based on external appearances such as physical attributes and age can lead to assumptions about a person's character and abilities.
 - Materials should portray all age groups and races with a full range of human traits, attributes, and capabilities. They should represent people with a variety of body images and opportunities to counter prejudice and stereotyping with regard to body image.



Belief System

- **Belief System:** Belief systems are organized sets of doctrines, attitudes, values or ideas about some philosophy, being, phenomenon that have an influence on how people live.
 - Materials should validate the diversity of belief systems in the United States. They should describe the characteristics and provide the visual symbols of belief systems accurately. It should provide language that evaluates or subjectively compares belief systems should be avoided. Materials should acknowledge the differences of interpretation and in practices within a belief system.



Ability/Disability

- **Ability/Disability:** Ability is the capacity to perform or accomplish something. A disability is a condition that provides physical and/or cognitive challenges to a person's capacity to perform or accomplish something.
 - Materials should reinforce that a person's ability to lead a productive life and contribute to society is not limited to physical and cognitive abilities. They should depict individuals in roles unrelated to their disabilities as people who lead active, productive lives in a wide range of occupations.



Family Structures

- **Family Structures:** A family is an extended group of related people. There are a variety of family structures, such as single parent, two parent, extended families, blended families, families with no children, biologically unrelated families, families with same sex parents, and families with interracial or interfaith parents.
 - Materials should show how various cultures meet the needs of children and family members inside and outside the home environment-in extended family, through community activities, and through family relationships.





Gender

- **Gender:** Both genders must have equal opportunities for personal achievement and success without the constraints of gender-role stereotyping. Both genders need information and opportunities to think critically to be able to counter prejudice based on gender.
 - Materials should contain equitable representation of both women and men as important figures who deserve recognition and respect. They should present authentic role models in a variety of careers, demonstrating that successes are achievable by both genders. Females and males should be shown confronting and solving problems with equal skill and resourcefulness. Materials should represent the potential of both girls and boys accurately and apply attributes such as confidence, willingness to take risks, empathy, and kindness equally and to both genders. They should acknowledge that an individual's sexual orientation or identity does not reflect their ability to lead a satisfying, productive life.



Race and Ethnicity

- **Race and Ethnicity:** Race is a classification of groups of people of common ancestry distinguished by physical characteristics such as skin color, shape of eyes, hair texture, or facial features. An ethnic group is a group of people who share a particular cultural heritage or background. Every American belongs to one or more ethnic groups.
 - Materials should ensure that the history of racism and exclusion is presented honestly with a balanced perspective. It should use primary sources so that people are described through their own words and images. Additionally, it should reflect the positive, creative contributions that diverse racial, ethnic, and cultural groups make to American life.



Socio-Economic Status

- **Socio-economic Status:** Indicators such as education, wealth, inheritance, and occupation establish a person's socioeconomic status.
 - Materials should reflect the broad range in standards of living, expectations, and achievements of people. They should depict people from all socio-economic groups making valid contributions to life and society. They should also include the perspectives of people from a broad range of geographical regions in the U.S. and world.





Q and A



Resources

<https://mursdcurriculum.weebly.com/curriculum-review-materials.html>

DESE

<https://www.doe.mass.edu/csdp/roadmap/educator-edition.pdf>

https://docs.google.com/document/d/1X_4dXefHCajCjzAoo_YThrum8ELmUilB/edit

BBRSD District Strategic Plan