



A Vision and Action Plan for Diversity, Inclusion, Equity & Justice at Bement

Vision:

Guided by its mission and core values, Bement will mobilize, educate, inspire, and lead all members of its community to frame, build, and continuously strengthen a school culture that embraces diversity, practices inclusion, endeavors for equity, and acts for justice locally and globally.

Overall each year, Bement has taken significant steps forward and is always learning to more fully embrace diversity, practice inclusion, endeavor for equity, and act for justice.

We have ... Started a DEIJ Task Force comprised of a group of faculty and staff representative of all aspects of Bement's education and community. Task force met regularly during the school year. Created a job description and conducted a search for a DEIJ coordinator to implement, oversee, and assess our DEIJ vision and action plan. Reviewed, assessed and adapted policies in our employee handbook in regards to DEIJ and specifically gender inclusion, language, etc. Designated gender neutral bathrooms and changing rooms in each building.

We will ... Continue to listen, assess, respond and act to ensure a just experience for all stakeholders - families, students, faculty, staff, trustees, alumni, partnering organizations - that models and advocates for fair and reasonable standards for all in our diverse community.

How:

- Board and leadership are present, learning, and modeling this work
- Develop a list of school-level policy and operations issues (ie. admissions, financial aid, hiring practices, salaries, food, etc.) that is regularly reviewed with a DEIJ lens by board, leadership, others
- Offer opportunities for stakeholders to gather, share, and listen
- Survey stakeholders to gather appropriate data
- Decisions are aligned with and in support of DEIJ focus
- Act with urgency to address issues with stakeholders in the short term and patience to maintain a long term in the best interest of The Bement School and our education

Faculty and staff are trained and educated about DEIJ

We have ... Randi Reinhold presented two sessions on gender inclusion to all faculty and staff. Members of the Task Force participated in an AISNE cohort on gender inclusion; a workshop on integrating social justice standards into the curriculum; and webinars on the history and context of various aspects of identity including race, culture, gender, etc.

We will ... Plan professional development that provides faculty and staff with the understanding, strategies, and tools to be confident, competent, and comfortable in all aspects of DEIJ and how it pertains to their practice and responsibility on campus.

How:

- Invite experts to campus to present to all faculty and staff on aspects of DEIJ each year. These sessions will be scheduled during meetings at the start and end of the school year, and on professional development days after Thanksgiving, prior to the February long weekend, and in April.

- Facilitate time and space for faculty to discuss instructional practice, curriculum, policies, and procedures
- Encourage faculty and staff to participate in professional development of particular interest and relevance to them. Bement will share upcoming opportunities, links to videos and articles, and recommendations to books.
- Facilitate small group who meet on a monthly basis for more in-depth DEIJ discussions and learning
- Provide a baseline of DEIJ professional development for new faculty and staff

Faculty and staff model, teach, and cultivate DEIJ awareness in student learning

We have ... Compiled a singular set of community norms for how we interact and behave with one another, Inspired civil rights discussion through picture books, integrated curriculum pertaining to DEIJ issues into classroom learning, read books with diverse stories and perspectives, started affinity groups for GSA and students of Asian Heritage, formed an Ecology Club and a Human Rights club, welcomed Randi Reinhold to campus to present to students.

We will: Explore the application of social justice standards to curriculum in all subject matters at all grade levels, and engage in learning, reflection, discussion, and dialogue as a school community and in grade level classrooms.

How:

- Review curriculum in each grade and across all grade levels to ensure that a standard of DEIJ learning is present, strong and complete
- Make curricular connections and schedule student-led learning presentations at division level and all school meetings
- Provide opportunities for student leadership to further voice and ownership in issues of DEIJ
- Select themes (ie. gender, religion, sexuality, heritage, etc.) and develop plans for all school learning, reflection, discussion, and dialogue similar to *Inspiring Civil Rights Discussion*

Meaningful connections forged with partnering organizations at the local & global levels

We have ... Learned about meaningful issues affecting our local and global community and developed empathy by hearing the stories of those who are most impacted by these issues. Raised awareness and funds for several local organizations in the Pioneer Valley including through Gingerbread Builds, Bement Gives, Hot Chocolate Run, Supper for Six, Wish Weeks, and Walk-a-Thon.

We will ... Identify and initiate new partnerships that provide opportunities for connection, learning, voice, and service, and explore how students at all grades can engage more fully in purposeful opportunities that address inequities in issues of justice, provide connection to diverse individuals and allow students to contribute voice and service.

How:

- Involve parents, trustees and alumni to broaden our connections
- Invite experts and practitioners onto campus to share stories, insight, research and experience
- Promote and expand existing partnerships in addition to identifying new partnerships
- Consider how all students can take lead in forging partnerships and making meaningful connections at the local and global level with peers and adults
- Develop a calendar of annual events with service opportunities