

DIVERSITY, EQUITY, INCLUSION

The Board of Education believes in the value of diversity and that excellence in education must include a commitment to diversity, equity and inclusion in the entirety of the educational process. The Board of Education is committed to creating and maintaining a positive and inclusive learning environment where all students, especially those currently and/or historically marginalized, feel safe, included and welcomed. We affirm that creating, implementing and improving equity policies is key to supporting our students in engaging in the pursuit of inspiration and experiencing a sense of connectedness and academic success. We also affirm that maintaining robust equity policies is integral to the health and wellbeing of all our students.

This policy provides a framework for how the district will implement diversity, equity and inclusion (“DEI”) practices in its schools in certain key areas. However, it should be noted that the district has a commitment to ensuring that DEI is a lens used in every facet of its work. The district will apply an equity lens when making any decisions that will have an impact on students by answering the following questions:

1. What is the action or policy in question?
2. What does the data show about the impact of the action on student achievement, opportunity, and climate?
3. If there are disparity gaps between groups, why do they exist?
4. Which individuals are missing in the discussion to address disparities?
5. How will the district mitigate the disparities?

Definitions

Educational equity is eliminating the predictability of educational success or failure based on race, gender, gender expression, socioeconomic status, immigration status or any other dimensions of diversity by changing and/or eliminating practices, structures, systems and policies that are barriers to access and success while advancing those that further access and success.

Inclusive education is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings and the broader environment, in which diversity is honored, power is shared, and all individuals are respected.

Diversity in education means students, staff, families and community are our greatest strength and diversity is viewed as an asset. Diversity means the condition of being different or having differences, including, but not limited to, sex, race, ethnicity, sexual orientation, gender, gender expression, gender identity, age, socioeconomic class, religion, and ability, and other human

differences. Embracing these diversities and moving beyond tolerance and celebration to inclusivity and respect will help the district reach our goal of creating a community that ensures that each and every voice is heard and valued.

Teaching and Learning

The goal of the school district is to provide equitable, inclusive and diverse opportunities for all students to reach their highest potential. To achieve educational equity and inclusive education, the district will embrace the diversity of the student body and community and the need for students to find relevant connections among themselves and the subject matter and the tasks teachers ask them to perform. The district will develop the individual and organizational knowledge, attitudes, skills, and practices to create culturally responsive learning and working environments that expect and support achievement for students and employees from all groups.

The Superintendent or their designee(s) will ensure that curriculum and instructional materials reflect the Board's commitment to educational equity. Curriculum and instructional materials for all grades shall reflect diversity and include a range of perspectives and experiences. All curriculum materials shall be examined for bias and adjusted or eliminated unless the bias presented is part of an instructional purpose to teach students how to identify and work towards addressing and/or eliminating bias. Class instructional activities and extracurricular programs shall be designed to provide opportunities for cross-cultural and cross-racial interactions that foster respect for diversity.

The district will also aim to analyze expenditures and allocate financial and human resources in a manner that provides all students with equitable access to district programs, support services, and opportunities for success. Such resources include access to high-quality administrators, teachers and other school personnel; technology, equipment, textbooks and other instructional materials; and facilities.

Family and Community Engagement

The district will implement effective approaches to ensure connection and engagement with the district's families whose preferred language is other than English. This includes, but is not limited to, providing interpretation services at family meetings (i.e. parent organization meetings, community events, during the enrollment process, during the provision of special education services, etc.), to ensure family engagement includes meaningful two-way communication and offers families the opportunity to share (not just receive) in their preferred language.

The district will promote meaningful connection and engagement with all members of the school community and nurture a supportive environment that actively works through an equity lens.

The district will actively support the engagement of parents and other community members with the district to receive regular updates from the Superintendent, make recommendations, and help implement elements of this policy.

Workforce Diversity

The district will strive to create a workforce that is not only diverse and inclusive, but one that is fully conversant in the historical injustices and inequalities that have shaped our society and to recognize and eliminate the institutional barriers, including racism and biases, that contribute to pervasive, disparate educational outcomes. As part of this effort, the district will seek to:

- Recruit and retain a diverse workforce in all areas and at all levels.
- Provide staff with opportunities for professional development on diversity, equity and inclusion.

Student Supports, Discipline, and Wellness

The district will strive to focus on the well-being of the "whole child." As part of this effort, the district will seek to:

- Employ programs and practices that enhance all students' self-confidence and self-esteem.
- Maintain non-discriminatory discipline policies and practices and inform the community of how to file complaints on violations of this policy (cross ref 0100, 0115)
- Consider and address the full range of student developmental pathways.

Training

The district believes that learning on issues of diversity and bias is a lifelong process and this learning should be part of the overall educational and teaching experience. Consistent training will be established throughout the educational experience for students, teachers and district employees to raise awareness of the issues surrounding cultural responsiveness, equity and inclusion and to implement preventative and remedial measures to help counteract biases and practices that perpetuate achievement disparities and lead to disproportionate levels of student success. Training programs will be reviewed and refreshed annually depending on outcomes of internal monitoring.

Accountability, Transparency and Review

The Superintendent of Schools, or designee, will adopt goals and corresponding metrics related to this policy. The district will identify the multiple indicators necessary to monitor student outcomes, engagement, and school climate, and specific data that will be used to ensure accountability for student, school, and district-wide performance; to reduce variability in outcomes; and to ensure that academic outcomes will not be predictable by actual or perceived personal characteristics and can be assessed and reported transparently to the public. Reporting may include, but is not limited to, standardized test scores; referrals, suspension and expulsion reports; the percentage of students placed in Bilingual or English as a New Language (ENL), Advanced Placement, and intervention and special education services; district community feedback, building level DEI-related policies and practices, as well as employee, parent and student perceptions about school.

The Board of Education and the Superintendent will monitor and review the district's metrics and equity activities to determine the extent to which district schools are complying with this policy, the progress made toward attaining the goals of this policy, whether this policy is having a positive effect on improving academic opportunities for all students and increasing family engagement and reducing achievement gaps. The Superintendent will report at least twice annually on progress on the equity, inclusivity, and diversity plan and outcomes. Based on those results, this policy, and the specific objectives set to meet its goals, may be revised as needed.

Equity Policy Communication

To be successful in this endeavor, it is imperative that all members of the school community are aware of this policy, its purpose, procedures and the district's commitment to equity and inclusion by fostering a positive learning environment that embraces all diverse, unique and individual differences.

The Superintendent, or designee(s), is directed to ensure that this policy and key DEI implementation efforts are communicated to students, staff, and the community. This policy will be posted prominently on the district's website, and will also be published in student registration materials, student, parent and employee handbooks, and other appropriate school publications. Key DEI implementation efforts will be communicated to students, staff and the community via official district social media channels.

Policy Enforcement

The Board directs the Superintendent or designee(s) to enforce this policy and create regulations and practices to implement this policy. The Board will twice annually review the

district's implementation of this policy and take appropriate action to ensure compliance with and enforcement of this policy.

Cross-ref: 0000, Mission Statement and Vision
 4000, Goals for Instructional Programs
 4513, Library Materials Selection
 4810, Teaching About Controversial Issues
 5153, Student Assignment to Schools and Classes
 9230, Recruiting and Hiring
 9700, Professional Learning

Adoption date:

DRAFT--FOR COMMUNITY COMMENT 3-13-24 [NEW POLICY]