

Fresno Unified Board Policy (BP) 0415

Diversity, Equity and Inclusion

The Governing Board believes that the diversity that exists among the district's community of students, staff, parents/guardians, and community members are an integral asset to the district's vision, mission, and goals. Addressing the needs of all learners requires recognition of the history of injustice to diverse groups and the inherent value of diversity and acknowledgement that educational excellence requires a commitment to equity in the opportunities provided to all students and in the outcomes resulting from those opportunities.

(cf. 0000 –Core Beliefs and Commitments)

(cf. 0100 –Philosophy/Theory of Action)

(cf. 0200 – School Accountability)

(cf. 0210 – Goals for Student Learning)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5138 – Student Quality Education & Diversity Policy)

(cf. 5145.3 - Nondiscrimination/Harassment)

In order to address and remedy the adverse impacts resulting from institutional bias of all kinds, including implicit or unintentional biases and prejudices that affect student achievement, and to eliminate disparities in educational outcomes for students from historically underserved, disempowered and underrepresented populations, the district shall proactively identify class and cultural biases as well as practices, policies, and institutional barriers that negatively influence student learning, perpetuate achievement gaps, impede equal access to opportunities for all students.

The Board establishes this policy to ensure all students from cradle to career, regardless of disability/special education status, ethnicity, gender, gender expression, gender identity, immigration status, language, nationality, parental status, race, religion, sexual orientation, socioeconomic status or association with a person or group with one or more of these actual or perceived characteristics, will have access to equitable resources and opportunities to participate fully in the educational process. To ensure that equity is the intentional result of district decisions, the Board shall consider whether its actions address the needs of all students by seeking to understand the role that power and privilege play in creating inequities and by taking action to effectively remediate the disparities that communities experience in the context of a history of continued exclusion, discrimination, and segregation. Board decisions shall not rely on biased or stereotypical assumptions about any particular group.

(cf. 5145.31 – Gender and Identity Inclusion)

(cf. 6164.4 – Identification of Individuals with Exceptional Needs)

(cf. 6164.6 – Section 504 of the Rehabilitation Act of 1973)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6174 - Education for English Learners)

(cf. 6175 - Migrant Education Program)

(cf. 9000 - Role of the Board)

(cf. 9311 - Board Policies)

The Board and the Superintendent or designee shall develop and implement policies and strategies to promote equity in district programs and activities, through measures such as the following:

1. Routinely assessing student needs based on data disaggregated for identified groups in order to enable equity-focused policy, planning, resource development decisions, and differentiated supports.

(cf. 0460 - Local Control and Accountability Plan)
(cf. 6162.5 - Student Assessment)

2. Analyzing expenditures and allocating financial and human resources in a manner that provides all students with equitable access to district programs, support services, and opportunities for success and promotes equity and inclusion in the district. Such resources include access to high-quality administrators, teachers, and other school personnel; funding; technology, equipment, textbooks, and other instructional materials; facilities; and community resources or partnerships.

(cf. 0440 - District Technology Plan)
(cf. 3100 - Budget)
(cf. 4113 - Assignment)
(cf. 7110 - Determining Needs)

3. Enabling and encouraging all students to enroll in, participate in, and complete curricular/extracurricular courses, advanced college preparation programs, and other student activities.

(cf. 6143 - Courses of Study)
(cf. 6145 - Extracurricular and Co-Curricular Activities)

4. Investing in building an equitable, diverse, and inclusive positive school climate that uses an asset lens to promote student and parent engagement, safety, develop cultural humility, enhance proficiency, and provide academic, social emotional and behavioral supports for all students.

(cf. 0450 – Comprehensive Safety Plan)
(cf. 5131.2– Anti-Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5142 – Safety)

5. Adopting curriculum and instructional materials, that accurately reflects and celebrates the diversity by providing a historical understanding of the injustice of exclusion and our journey to equity and inclusion for all student groups.

(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

6. Providing and/or collaborating with local agencies and community groups to and ensure the availability of necessary support services for all students.

(cf. 1230 – School Connected Organizations)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 1410 – Local Agencies)
(cf. 1700 – Relations Between Private Industry and the Schools)
(cf. 6164.2 - Guidance Services)
(cf. 6164.5 - Student Success Teams)
(cf. 6179 - Supplemental Instruction)

7. Conducting program evaluations that focus on equity, diversity, and inclusion that address the academic, social emotional and behavioral outcomes and performance of all students on all indicators.

8. Promoting the employment, inclusion, and retention of a diverse staff that reflect the student demographics of the community.

(cf. 4030 – Nondiscrimination in Employment)

9. Providing district staff with ongoing, researched-based, professional learning and professional development on culturally responsive and inclusive instructional practices, social justice and critical consciousness self-evaluation, and multicultural education experiences.

(cf. 4131 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 0500 – Review and Evaluation)

The Board shall regularly monitor the intent and impact of district policies and decisions in order to safeguard against disproportionate or unintentional impact on equity, access and inclusion to district programs and achievement goals for specific student populations in need of services.

Fresno Unified School District does not harass, intimidate, or discriminate on the basis of race, color, ethnicity, national origin, immigration status, ancestry, age, creed, religion, political affiliation, gender, gender identity or expression or genetic information, mental or physical disability, sex, sexual orientation, parental or marital status, military veteran status, or any other basis protected by law or regulation, in its educational program(s) or employment.

Legal Reference:

EDUCATION CODE

200-262.4 Educational equity

52077 Local control and accountability plan

60040 Selection of instructional materials

GOVERNMENT CODE

11000 Definitions

11135 Nondiscrimination in programs or activities funded by state

PENAL CODE

422.55 Definition of hate crime

422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities in Education Act

1681-1688 Discrimination based on sex or blindness, Title IX

2301-2414 Strengthening Career and Technical Education for the 21st Century Act

6311 State plans

6312 Local education agency plans

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

2000h-2000h-6 Title IX

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

36.303 Auxiliary aids and services

CODE OF FEDERAL REGULATIONS, TITLE 34

100.1-100.13 Nondiscrimination in federal programs, effectuating Title VI

104.1-104.39 Section 504 of the Rehabilitation Act of 1973

106.1-106.61 Discrimination on the basis of sex, effectuating Title IX

Board Policy FRESNO UNIFIED SCHOOL DISTRICT

Approved: October 16, 2019 Fresno, California

Policy Section: 0000 Philosophy, Goals, Objectives and Comprehensive Plans