



Book	West Irondequoit Central School District Board of Education Policies
Section	3000 - Community Relations
Title	Diversity, Equity, and Inclusion in the District
Code	3440
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Last Revised	June 20, 2024

Policy 3440 Community Relations DIVERSITY, EQUITY, AND INCLUSION IN THE DISTRICT

Overview

Research shows that all students benefit when schools implement strong diversity, equity, and inclusion (DEI) policies and practices. These benefits include academic, cognitive, civic, social-emotional, and economic. This is true regardless of a school's geographic location or the demographic composition of its students and staff.

This policy provides a framework as to how the District will foster diversity, equity, and inclusion in its schools. This policy considers the entirety of the educational process by addressing the following essential elements: governance; teaching and learning; family and community engagement; workforce diversity; diverse schools and learning opportunities; and student supports, discipline, and wellness. It is just one component of the District's overall commitment to maintaining a diverse, equitable, and inclusive educational and work environment.

****The District may develop a DEI plan to manage and coordinate the execution of this policy.**

*****Inquiries about this policy may be directed to the District's DEI Coordinator.**

Defining Diversity, Equity, and Inclusion

For purposes of this policy the Board of Education defines diversity, equity, and inclusion as:

- a) "Diversity" includes but is not limited to: race; color; ethnicity; nationality; religion; socioeconomic status; veteran status; education; marital status; language; age; gender; gender expression; gender identity or pronoun; sexual orientation; mental or physical ability; genetic information; and learning style.

- b) "Equity" includes, but is not limited to, the fair treatment, access, opportunity, and advancement for all while striving to identify and eliminate barriers that prevent the full participation of all groups.
- c) "Inclusion" includes, but is not limited to, intentionally bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power and ensures equal access to opportunities and resources.

These descriptions are not intended to be exhaustive. Rather, they are meant to be foundational and provide clarity to the concepts of diversity, equity, and inclusion.

Governance

Coalition for Diversity, Equity and Inclusion

The District has established a Coalition for Diversity, Equity and Inclusion that meets regularly throughout the year. The Coalition for Equity, Diversity, and Inclusion is dedicated to creating an equitable, accepting, transparent and inclusive culture for ALL students, staff, families, and community members. Further, it is aimed at establishing a culture that embraces diversity, strengthens relationships among ALL students within our community, and adopting culturally responsive practices and curricula that promote student voice and acknowledges current issues. Lastly, this Coalition will create a framework for equity, diversity, and inclusion that will be used to evaluate current and future policies, programs, practices, and procedures. As needed, the Coalition will also review District policies, practices, and programs and provide suggestions as to how they could potentially be modified to better promote DEI.

The District will actively seek a diverse membership for the Coalition through the use of email, newsletters, the District's website, the District's social media page(s), and/or advertisements.

The Coalition will be representative of all stakeholders, and may include (to the extent possible), but not be limited to, representatives from the following groups:

- a) Students;
- b) Parents, guardians and caregivers;
- c) District/building administrators;
- d) Teachers, including at least one special education teacher;
- e) Student Services staff, including at least one school psychologist, social worker, or counselor;
- f) Other District staff;
- g) The Board; and
- h) Community members.

DEI Coordinator

The Superintendent has designated the following District employee to serve as its DEI Coordinator:

Assistant Superintendent for Instruction
321 List Ave. Rochester, NY 14617
585-336-2984

<https://www.westirondequoit.org/district/diversity-equity-inclusion>

The DEI Coordinator will be a member of the DEI Coalition and convene and coordinate the activities and plans of the Coalition.

PART II

Teaching and Learning

The District will advance inclusive and culturally responsive teaching and learning through, but not limited to, the following means: curricula in all content areas; books and instructional materials; pedagogical practices and professional development; classroom grouping policies and practices; student support systems for all developmental pathways; full and equitable access to opportunities to learn for all students; and multiple assessment measures. As part of this effort, the District will seek to:

- a) Implement a Culturally Responsive-Sustaining (CR-S) Education Framework and System that embeds the ideals of diversity, equity, and inclusion by creating student-centered learning environments that:
 - 1. Affirm cultural identities;
 - 2. Foster positive academic outcomes;
 - 3. Develop students' abilities to connect across lines of difference;
 - 4. Elevate historically marginalized voices;
 - 5. Empower students as agents of social change; and
 - 6. Contribute to individual student engagement, learning, growth, and achievement through the cultivation of critical thinking.
- b) Develop curricula that incorporates diverse perspectives, viable materials, and texts so that students explore topics not just from one single perspective, but from multiple perspectives through inquiry.
- c) Offer coherent opportunities for students to actively participate in authentic experiences that prepare them for a lifetime of civic engagement and contributions to social justice, including, for example, completing projects that enable them to apply the learning they have acquired within and across subject areas.
- d) Encourage academic discussions about racism and bigotry.
- e) Provide our educators with professional learning to implement curricula and strategies to promote culturally responsive classroom environments.

Family and Community Engagement

The District will strive to foster family and community engagement practices that are based on mutual trust, confidence, and respect. As part of this effort, the District will seek to:

- a) Pursue and encourage participation from all stakeholders in community building conversations.
- b) Reduce language barriers through various means, including, but not limited to, providing assisted and/or translated communications when necessary.
- c) Leverage partners such as the county government, local community organizations, and strategic partners in developing DEI programs and activities for the District.
- d) Establish and foster partnerships that align with our mission and core commitments in developing programs and activities that reflect our definitions of diversity, equity, and inclusion and the NYSED DEI Framework

Workforce Diversity

The District will strive to create a workforce that is not only diverse and inclusive, but one that recognizes and values the differences among people. As part of this effort, the District will seek to:

- a) Recruit and retain a diverse workforce in all areas and at all levels, thereby reducing stereotypes and preparing students for an increasingly global society.
- b) Provide staff with professional learning to provide a culturally responsive environment for all

PART III

Diverse Schools and Learning Opportunities

The District will strive to promote diverse, equitable, and inclusive classrooms in which students have equitable access and opportunities to learn and realize their full potential. As part of this effort, the District will seek to:

- a) Take creative steps to enhance the level of diversity within District programs, classrooms, and schools.
- b) Eliminate the use of terms and phrases within District schools that perpetuate negative stereotypes and minimize student opportunities and elevate terms and phrases that perpetuate positivity and promote student opportunities.
- c) Ensure coursework, programs, and activities are accessible to all students.

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:

- a) Employ programs and practices that enhance all students' social-emotional wellness including self-identity, self-confidence, self-esteem, and advocacy for self and others.

- b) Maintain and regularly review non-discriminatory discipline policies and practices that includes a structure for interventions, supports, and opportunities.
- c) Consider and address the full range of student developmental pathways.

Professional Learning

To foster DEI in its schools, the District will provide DEI learning to staff and students, as appropriate. This learning may be delivered in various forms including, but not limited to: workshops; instructor-led classes; webinars; videos; workbooks; pamphlets; and/or emailed information. Although specific objectives will vary from training to training, in general, trainings will be designed to:

- a) Increase awareness of the content of this policy and/or various DEI issues and how it impacts their role; and
- b) Promote a welcoming and inclusive environment for all District community members.

Notification

The District will share information about this policy via the District website and/or District-wide communications, as appropriate.

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Revised: 6/20/24