

POLICY 11-A

DIVERSITY, EQUITY, AND INCLUSION

The Board understands and embraces the idea that all students benefit from diversity, equity, and inclusion. While the District has been implementing processes and procedures to create a learning environment which embraces diversity, equity and inclusion, the Board is directing the Superintendent or designee to:

1. Establish a Districtwide Diversity, Equity and Inclusion Committee which will include representatives of all District stakeholders, including students. The Committee will be charged with monitoring the District's diversity, equity and inclusion efforts and implementing new programs, processes or procedures as needed. The Superintendent shall establish the committee as soon as practicable;
2. Monitor the engagement of District families and community members to ensure engagement practices are based on mutual trust, confidence, and respect. Participation of all communities should be actively encouraged through conversations and reduction of language barriers;
3. Work to recruit and train a diverse workforce in all areas and at all levels within the District, so that District students are well prepared for an increasingly global society;
4. Create Employee programs and practices designated to enhance all students' self-identity, self-confidence and self-esteem by implementing non-discriminatory policies and practices, focusing on the wellbeing of the whole child and always considering and addressing the full range of student developmental pathways;
5. Seek to diversify schools and learning opportunities by finding creative steps to enhance the level of socioeconomic and racial diversity within the District's schools, examining the use of language which prevents some students from accessing and fully participating in District programs and implementing practices to reduce language which perpetuates negative stereotypes, and work to ensure programs and classes are accessible to all individuals equally;
6. Work with staff to expand inclusive and culturally responsive teaching and learning in all content areas, classroom grouping, professional development, student support systems, and all other opportunities for students. The following should be considered as part of this process:
 - a. Specifically acknowledging the role that racism and bigotry have played and continue to play in the American story;

- b.** Adoption of a Culturally Responsive-Sustaining Framework which embeds the ideals of diversity, equity and inclusion by creating student centered learning environments which affirm cultural identities;
- c.** Endeavoring to include the contributions of all groups in the telling of the American story;
- d.** Creating coherent opportunities for students to actively participate in experiences that prepare them for a lifetime of civic engagement and contributions to social justice.

First Reading: June 2, 2021

Second Reading: June 23, 2021

BOE Adoption: June 23, 2021