

DIVERSITY, EQUITY, AND INCLUSIVITY IN EDUCATION

The Board of Education is committed to creating and maintaining a positive and inclusive learning environment where all students, especially those currently and historically marginalized, feel safe, included, welcomed, and accepted, and experience a sense of belonging and academic success.

Generally Accepted Beliefs and Agreements

All children deserve to have equal access to opportunity. This freedom is fundamental to our PreK-12 education program and is extended to everyone without exception. However, the district also recognizes that students have been historically marginalized due to inequities associated with aspects of their identities and their contexts, including, but not limited to, race, color, body type, national origin, ethnic group, socioeconomic status, religion, religious practice, disability, sex; sexual orientation, or gender (including gender identity and expression). We are committed to addressing these inequities and helping each and every student to equitably access learning opportunities in school to enable them all to thrive and to build a better society

Goals

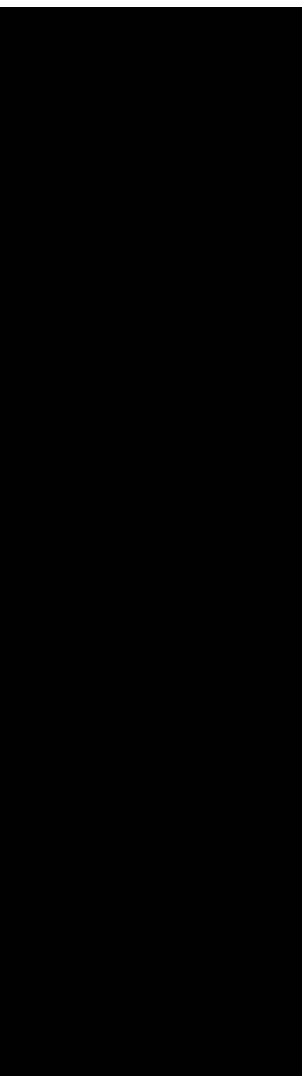
The goal of the school district is to provide equitable, inclusive and diverse opportunities for all students to reach their highest potential. To achieve this goal, the district will ensure that all students have access to high-quality learning environments that expect and support high academic achievement for all students, regardless of their background. The district will ensure that all students are treated with dignity and respect, and that differences are valued and celebrated. The district will ensure that all students have access to the same opportunities and resources, and that all students are given the chance to succeed. The district will ensure that all students are given the chance to thrive and to build a better society.

In order to truly realize this goal, it is imperative that all district employees, be informed in the historical injustices and inequities that have contributed to the current state of the district and to recognize and eliminate the institutional barriers that have contributed to the pervasive, disparate educational outcomes. The district's inclusive education aims to understand, identify, address, and eliminate the disparities that limit a student's chance to graduate high school and for life.

The Superintendent or designee(s) will ensure that all district policies and procedures reflect the Board's commitment to educational equity. The district will ensure that all district policies and procedures for all grades shall reflect diversity and include a representation of all students, particularly those of historically underrepresented groups. The district will ensure that all district policies and procedures are examined for bias. Class instructional activities and extracurricular activities will be designed to provide opportunities for cross-cultural and cross-racial understanding and diversity.

Equity and inclusive education is an ongoing process that requires the commitment and leadership of all district staff to meet the ever-evolving needs of the district.

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respect individual rights to self- identification, as no one culture is intrinsically superior

perpetuate lower educational aspirations, achievement, and attainment for certain groups of students.¹

- x **Rigor** is defined as instruction, schoolwork, learning experiences, and educational expectations that are academically, intellectually, and personally challenging. Rigorous learning experiences, for example, help students understand knowledge and concepts that are complex, ambiguous, or contentious, and they help students acquire skills that can be applied in a variety of educational, career, and civic contexts throughout their lives.¹
- x **Socioeconomic status** is the social standing or class of an individual or group. It is often measured as a combination of education, income, and occupation. Examinations of socioeconomic status often reveal inequities in access to resources, as well as issues related to privilege, power, and control.²
- x **Sociocultural responsiveness** involves the active sensitivity to what all students need to be successful academically, psychologically, emotionally, and socially. Such responsiveness recognizes that all students are different and must be uniquely responded to, challenged and stimulated, and strategies must be adapted to meet the needs of individual and groups of students.²
- x **Student engagement** is the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education. Generally speaking, the concept of “student engagement” is predicated on the belief that learning improves when students are inquisitive, interested, or inspired, and that learning tends to suffer when students are bored, dispassionate, disaffected, or otherwise “disengaged”.¹

SOURCES

1. The Glossary of Education Reform. (2014). An online resource produced by the Education Writers Association and the Nellie Mae Education Foundation. Available at <https://www.edglossary.org> Accessed 4/15/2020
2. Culturally Responsive-Sustaining Education (CR-S), New York State Education Department. (20182 Tw 12 -0 028 Tw 1.6 0.002 Tw 0.34 ent. (2 (e E)-3o -1.15 Td [(D)j 0 Tc 0 T75

RESOURCES

Equity in Education

Equity in Education: What it is and why it Matters

<https://www.thinkingmaps.com/equity-education-matters/>

RIDES Improvement Cycle for Equity– Overview and Usage Guide

<https://rides.gse.harvard.edu/equity-improvement-cycle>

Advancing and Advocating for Social Justice & Equity

https://www.nameorg.org/learn/what_is_equity.php

NSBA Center for Public Education

[Educational Equity: What does it mean? How do we know when we reach it?](#)

Equity Literacy Institute

www.equityliteracy.org

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Students with disabilities
Inclusion Works!