

EQUITY, INCLUSIVITY, AND DIVERSITY 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.

All ~~students/children~~ deserve to have equitable~~all~~ access to opportunity regardless of their ~~sex, race, ethnicity, sexual orientation, gender identity or expression, age, socioeconomic class, religion, ability, and other human differences, color of their skin, their gender identity or expression, their sexual orientation, ability, the language they speak or their background.~~ This freedom is fundamental to our K-12 education program and is extended to everyone without exception. 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, reach their highest potential, and to build a better society.

To achieve educational equity and inclusive education, the district acknowledges the presence of culturally diverse students and the need for students to find relevant connections among themselves and the subject matter, ~~and the tasks teachers ask them to perform. expect and support high academic achievement for students. Differences will be nourished, celebrated, and welcomed because they are what make students and families unique.~~

Equity and inclusive education aim to understand, identify, address, and eliminate the biases, barriers, and disparities that limit a student's chance to graduate high school prepared for college, for a career, and for life.

~~The Superintendent or designee(s) will charge the Curriculum Advisory Council with ensuring 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, particularly those of historically underrepresented groups. All curriculum materials shall be examined for bias by the Curriculum Advisory Council. Class instructional activities and extracurricular programs shall be designed to provide inclusive opportunities for interactions that foster respect for diversity.~~

Educational equity is based on the principles of fairness and ensuring that every student has access to the resources and educational rigor they need at the right moment in their education, despite any individual's actual or perceived personal characteristics, not to be used interchangeably with principles of equality, treating all students the same.

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.

EQUITY, INCLUSIVITY, AND DIVERSITY IN EDUCATION

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 identity or expression, 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 every voice is heard and valued.

Accountability, Transparency and Review

To this end, the Superintendent will establish a district-wide Diversity, Equity, and Inclusion and Belonging Committee. The committee will include representation from staff, administration, students and parents. The Superintendent of Schools, or designee(s), will adopt goals and corresponding metrics related to this policy, and will regularly report progress to the Board and community. The Superintendent of Schools will additionally be responsible for the creation of educational opportunities for students and staff related to cultural responsiveness, equity and inclusion. They will also be responsible for identifying resources to support the implementation of this policy.

The Superintendent or designee(s) will charge the Curriculum Advisory Council with ensuring 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, particularly those of historically underrepresented groups. All curriculum materials shall be examined for bias by the Curriculum Advisory Council. Class instructional activities and extracurricular programs shall be designed to provide inclusive opportunities for interactions that foster respect for diversity.

Formatted: Right: 0"

Formatted: Font color: Auto

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 is communicated to students, staff, and the community. This policy will be posted on the district's website, and will also be published in student registration materials, student, parent and employee handbooks, and other appropriate school publications.

Cross-ref: 4000, Goals for Instructional Programs
4511, Textbook Selection and Adoption
5153, Student Assignment to Schools and Classes
9240, Recruiting and Hiring
9700, Professional Development
xxxx, policy for procedure to flag materials for review

Commented [1]: Look for Policies that correspond to ERIE-1

EQUITY, INCLUSIVITY, AND DIVERSITY IN EDUCATION

3430

Adopted by the Board of Education:

TBD