



Required  
 Local  
 Notice

## DIVERSITY, EQUITY AND INCLUSIVITY IN EDUCATION - REGULATION

The following outlines the process for achieving educational equity and the elimination of barriers and bias, particularly institutionalized racism and cultural biases, and disparities that limit a student's chance to graduate high school prepared for college, for a career, and for life.

Educational equity means differentiating resource allocation, within budgetary limitations, to meet students' need for more support and opportunities to succeed academically. Resource allocation will support the definition of educational equity adopted in this regulation and board policy while complying with state and federal funding requirements.

Educational equity ensures that all students have equal access to courses, teachers, school environments, regardless of students' race, ethnicity, nationality, perceived or actual immigration status, language preference, religion, sexual orientation, gender, socio-economic circumstance, or disability.

### A. Address Systemic Inequities

The Board of Education believes that all students can learn and that every student has a right to an equitable educational experience and a sense of belonging at school. Therefore, the Board and district officers will intentionally act to reduce achievement gaps and to establish a climate of high expectations for all learners, regardless of the color of their race, ethnicity, nationality, perceived or actual immigration status, language preference, religion, sexual orientation, gender, socio-economic circumstance, or disability. To achieve high levels of achievement and eliminate and disrupt systemic inequities, the Board and its leaders will work towards:

1. leading and inspiring by example, examining personal biases and the way they may be privileged or unaware, building empathy and respect for others, becoming comfortable with vulnerability, and creating a culture of deliberate inclusion and diversity;
2. acknowledging historical institutions, such as xenophobia, racism, sexism, classism, ableism, heterosexism and other forms of oppression or "isms," that have systematically limited the educational and societal advancement of marginalized groups;
3. promoting and, through an equitable communication strategy, publicly announcing actions that address systemic inequities at both the building and district levels;
4. developing and supporting effective equity and inclusive leadership at the school and district levels;
5. developing a shared district and community understanding and definition of equity (or at least a working definition), inclusion and, diversity;
6. inviting and including people from diverse backgrounds to examine issues and develop solutions that address root causes and systems rather than one-time fixes;
7. addressing opportunity and achievement gaps at every level of our district through review of policies, procedures, and practices necessary to ensure success for every student;

8. eliminating practices, including policies and procedures, that result in predictably lower academic achievement for any student group, especially those historically marginalized groups, compared to other students or groups;
9. modeling equity, inclusion, and diversity in business and operational practices;
10. developing reporting, investigation, communication, and accountability processes related to actions of racism, discrimination and occurrences; and
11. providing professional development to address the role and presence of bias, prejudice, and racism, intolerance, the district will:
  - address the impact on historically marginalized learners;
  - address the causes of distrust/mistrust in marginalized communities; and
  - work to dismantle narratives and structures that promote discrimination and problematize students, especially students of color.

#### B. Strive for Systemic Equity

To work towards educational equity for all, the district will develop the individual and organizational knowledge, attitudes, skills, and practices to create culturally responsive learning and working environments that expect and support high academic achievement for students and employees from all student subgroups. Differences will not just be seen as strengths, but they will be nourished, celebrated, and welcomed because they are what make students and families unique. The district strives to:

1. intentionally seek to include voices (e.g., student government) and experiences of students who have historically been excluded from leadership roles by engaging them in the implementation of culturally responsive teaching and learning practices;
2. engage family and community members, including historically marginalized families, in the development and implementation of culturally appropriate and effective partnerships between home and school;
3. invite and include community members, when appropriate, to bring multiple perspectives to examining and solving issues that arise;
4. ensure each school building is welcoming and inclusive to all who enter;
5. establish, support, and sustain a district-wide equity and inclusion committee (with building-level teams), including varied community stakeholders, students, parents/guardians, staff, and administrators to strengthen community dialogue regarding equity, inclusion and diversity initiatives;
6. review existing policies, programs, professional development, and procedures to ensure the promotion of equity, and all applicable new policies, programs, and procedures will be developed using an equity lens;
7. examine any practices, including assessment, that may lead to the over-representation of student groups in areas such as special education and discipline, and the under-representation of groups in programs such as honors and Advanced Placement and identify solutions;
8. provide every student, regardless of their race, ethnicity, nationality, perceived or actual immigration status, language preference, religion, sexual orientation, gender, socio-

- economic circumstance, or disability, with equitable access to high quality and relevant instruction, curriculum, support, facilities, and other educational resources;
9. be intentional about attracting, retaining, and supporting racially and linguistically diverse and culturally competent administrative, instructional and support personnel;
  10. build a positive, supportive, and academically rigorous school environment that engages all students and includes multiple pathways for success;
  11. create and implement culturally responsive instructional practices, curriculum and assessments;
  12. create multiple pathways to success in order to meet the needs of students, and actively encourage, support, and expect that students from all student groups will achieve their full potential. The district will not let preconceived ideas prevent every student from graduating ready to succeed in a diverse society; and
  13. provide materials and assessments that reflect the diversity of students and staff, and which are geared towards the understanding and appreciation of culture, class, language, ethnicity, and other differences that contribute to the uniqueness of each student and staff member.

#### C. Use Data and Metrics

The district will ensure that information related to students is used as a data set in school improvement efforts, including but not limited to, the following: [include only those that are appropriate for the district]

1. access to educational opportunities;
2. student achievement data, disaggregated by race, ethnicity, socio-economic status, English Language Learners, special education, and identified gifted;
3. student enrollment, disaggregated by race, ethnicity, socio-economic status, English Language Learners, special education, and identified gifted;
4. primary and secondary languages spoken by the students' parents/guardians;
5. student suspension/discipline data for each school and student average daily attendance data;
6. the amount of federal funding allocated to the district;
7. the annual funding allocated to each school outside of federal funding;
  - the number of highly qualified teachers at each building as defined by the New York State Department of Education (NYSED) and the number of highly effective teachers;
  - the experience level of teachers at each building; and
  - the teacher retention rate at each building.
7. the allocation of funding for resources (personnel and non- personnel) will be provided based upon student enrollment (baseline data);
8. a differentiated funding formula for significant percentages of students in subgroups such as race/ethnicity, socioeconomic status (SES), English language learners (ELL), students with disabilities (SWD), and identified gifted will be developed and implemented;
9. the facilities condition index;

10. the allocation of experienced teachers;
11. the allocation and utilization of multilingual teachers and staff;
12. the annual funding allocation to each school; and
13. the extent of family and community engagement and involvement.

#### D. Implement an Equity Lens

The purpose of an equity lens is to be intentionally inclusive as the district makes decisions. It poses questions that help the decision-makers focus on equity in both the process and outcomes. These questions are designed to create a more inclusive perspective, drawing attention to how the decision holds the potential to affect marginalized groups. By applying an equity lens, the district intends to:

1. identify clear goals, objectives, and measurable outcomes;
2. provide a common vocabulary and protocol for evaluating policies programs, practices, and decisions for racial equity; and
3. produce policies, programs, practices, and decisions which result in more equitable outcomes.

The district will apply an equity lens when making any decisions that will have an impact on students by answering the following questions:

1. What is the action or policy in question?
2. What does the data show about the impact of the action on student achievement, opportunity, and climate?
3. If there are disparity gaps between groups, why do they exist?
4. Which individuals are missing in the discussion to address disparities?
5. How will the district mitigate the disparities?

#### E. Monitoring and review

The Superintendent of Schools or their designee, in consultation with the Board and the Committee on Equity and Inclusion, will monitor and review our effectiveness, and report to \_\_\_\_\_ at least once annually, on the progress of the district's equity goals outlined in this plan, as well as policy 0105, and on the district's overall progress in removing barriers and effectively serving all students. To facilitate this review, the district will conduct a publicity campaign as determined by the DEI manager and in collaboration with the Committee on Equity and Inclusion: explaining to parents/guardians when, where, and how the review will be conducted, who will be responsible for coordinating the review, and their role in the review process. Bilingual teachers and/or other simultaneous or consecutive interpretation will be available, as well as documents translated in the person's preferred language.

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