

## **Haldane CSD Policy Manual**

3000 Community Relations

### **Diversity, Equity, and Inclusion**

Code 3430

Status Active

Adopted December 20, 2022

#### **SUBJECT: DIVERSITY, EQUITY, AND INCLUSION**

The District's mission is to prepare all students to succeed in an ever-changing global society. Addressing the needs of all learners requires recognition of the inherent value of diversity and acknowledgement that educational excellence requires a commitment to equity in the opportunities provided to students and the resulting outcomes.

It's essential, therefore, for the District to incorporate an equity, diversity and inclusion (EDI) lens into every facet of its work.

This policy provides a framework for how the District will foster EDI in its schools. This policy considers the entirety of the educational process by addressing the following essential elements: teaching and learning; family and community engagement; workforce diversity; student supports, discipline, and wellness; and training.

#### **Defining Diversity, Equity, and Inclusion**

For purposes of this policy:

- a. "Equity" includes, but is not limited to, seeking the fair treatment, access, opportunity, and advancement for all while striving to identify and eliminate barriers that have prevented participation of all groups.
- b. "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; sexual orientation; mental or physical ability; genetic information; and learning style.
- c. "Inclusion" includes, but is not limited to, bringing traditionally excluded individuals and/or groups into processes and activities 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 some clarity to the concepts of equity, diversity, and inclusion.

### **Teaching and Learning**

The District will strive to advance inclusive and culturally responsive teaching and learning through adopting curriculum and instructional materials that:

- a. Accurately reflect the diversity among student groups; and
- b. Foster tolerance, respect and appreciation of the cultural diversity of the United States.

In accordance with the New York State K-12 learning standards, the District will seek to develop curricula that incorporate diverse perspectives, materials and texts so that students are taught topics not just from one single perspective, but from multiple perspectives.

The District will also aim to analyze expenditures and allocate financial and human resources in a manner that provides all students with equitable access to District programs, support services, and opportunities for success. Such resources include access to high-quality administrators, teachers and other school personnel; technology, equipment, textbooks and other instructional materials; and facilities.

### **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. Encourage participation from all stakeholders in the District and applicable community building conversations.
- b. Reduce language barriers through various means, including, but not limited to, providing translated communications when appropriate.

### **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.
- b. Provide staff with opportunities for professional development on cultural responsiveness.

## **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’ self-confidence and self-esteem.
- b. Maintain non-discriminatory discipline policies and practices.
- c. Consider and address the full range of student developmental pathways.

## **Training**

To foster EDI in its schools, the District will provide research-based EDI training to administration and staff as appropriate. This training may be delivered in various forms including but not limited to: workshops; instructor-led classes; webinars; videos; 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 EDI issues; and
- b. Promote a welcoming and inclusive environment for all District community members.

The Board shall regularly monitor the intent and impact of District policies and decisions in order to safeguard against disproportionate or unintentional impact on access to District programs and achievement goals for specific student populations in need of services.

NOTE: Refer also to Policies #3420 -- Non-Discrimination and Anti-Harassment in the District

#6120 -- Equal Employment Opportunity

#7550 -- Dignity for All Students

Source: <https://go.boarddocs.com/ny/haldane/Board.nsf/Public#>