



DIVERSITY & EQUITY FRAMEWORK



DIVERSITY & EQUITY LEADERSHIP ADVISORY TEAM

Andrea Celico
Cassandra Johnson
Pastor Larry Macon Jr.

Rasheeda Smialek
Samuel Vawters
Felice Willis

OUR FOUR CORNERSTONES

CORNERSTONE 1 | FOCUS ON EQUITY & SOCIAL JUSTICE



- HISTORY OF MARGINALIZATION
- DEFICIT TO ASSETS-BASED THINKING
- EQUITY BEGINS WITH US: IDENTIFY DEVELOPMENT FOR SYSTEM CHANGES
- EQUITY & SOCIAL JUSTICE RESEARCH
- EQUITY & SOCIAL JUSTICE NON-NEGOTIABLES
- EQUITY & SOCIAL JUSTICE AUDIT TO DRIVE CHANGE
- PBIS

CORNERSTONE 2 | ALIGN STAFF & STUDENTS



- TEAMING STRUCTURES
- RE-ALIGN DISTRICT OFFICE TO ELIMINATE INEQUITIES
- RE-ALIGN STAFF & STUDENTS TO ELIMINATE INEQUITIES
- ENGAGE & DEVELOP COMMUNITY

CORNERSTONE 4 | LEVERAGE POLICY & FUNDING



- TRANSFORM ROLES & RESPONSIBILITIES
- LEVERAGE FUNDING TO ELIMINATE INEQUITIES
- ALIGN POLICY & PROCEDURES TO ELIMINATE INEQUITIES
- CREATE EQUITY ACTION PLANS

CORNERSTONE 3 | TRANSFORM TEACHING & LEARNING



- CO-PLAN TO CO-LEARN TO CO-SERVE
- IDENTIFY RELEVANT TEACHING & LEARNING FOR ALL LEARNERS
- UDL FRAMEWORK
- OIP
- MTSS
- PBIS

OUR EQUITY & SOCIAL JUSTICE NON-NEGOTIABLES AND THE CORNERSTONES TO WHICH THEY PERTAIN

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| | 1. BREAKING DOWN AND WORKING TO ELIMINATE INEQUITIES IN OUR DISTRICT BEGINS WITH EACH STAKEHOLDER. |
| | 2. ALL STAKEHOLDERS HAVE HIGH EXPECTATIONS FOR STUDENTS WHILE PROVIDING SUPPORT FOR THE SOCIAL-EMOTIONAL AND ACADEMIC NEEDS OF OUR STUDENTS. |
| | 3. WE STRIVE FOR REPRESENTATION IN OUR EDUCATIONAL AND EXTRACURRICULAR PROGRAMMING THAT PROPORTIONATELY REFLECTS OUR DISTRICT'S STUDENT POPULATION. |
| | 4. STRONG AND RESPECTFUL RELATIONSHIPS, ALONG WITH CULTURALLY INFORMED UNDERSTANDING, PRACTICES AND PEDAGOGY HELP SUPPORT AN EQUITABLE EDUCATIONAL ENVIRONMENT. |
| | 5. WE ARE COMMITTED AS A DISTRICT TO ONGOING ANALYSIS OF STUDENT PERFORMANCE DATA IN ORDER TO DESIGN EDUCATIONAL AND EXTRACURRICULAR OPPORTUNITIES THAT ENGAGE AND MEET THE NEEDS OF EACH LEARNER. |
| | 6. WE COLLABORATIVELY SHARE KNOWLEDGE AND EXPERTISE IN ORDER TO EFFECTIVELY TRANSFORM INSTRUCTION. |
| | 7. INSTRUCTION IS UNIVERSALLY DESIGNED, PROACTIVELY PLANNED AND FLEXIBLY DELIVERED WITH EACH LEARNER'S NEEDS IN MIND SO THAT LEARNING IS ACCESSIBLE FOR ALL. |
| | 8. WHILE OPERATING UNDER A BALANCED BUDGET, OUR DISTRICT STRIVES TO CREATE EQUITABLE EDUCATIONAL ACCESS THROUGH OUR POLICIES AND PROCEDURES. |