



Diversity, Equity and Inclusivity Policy

I. PURPOSE

Barrington Public Schools (BPS) acknowledges that students need to feel included, safe, accepted, engaged and empowered by what they are learning, supported by teachers and staff, and welcomed into an inclusive learning environment. BPS is committed to the development of each student's unique potential through ensuring safe and inclusive schools, championing bias-free practices by recognizing and challenging our biases, and implementing a culturally relevant and responsive curriculum. BPS will make equity and inclusive education an integral part of its operations.

BPS believes that all students and staff deserve a respectful and inclusive environment. The Diversity, Equity, and Inclusivity (DEI) Policy supports the expectations and strategies outlined in the DEI Implementation Plan, designed to reinforce how race, ethnicity, language, disability, religion, age, sex, socio-economic status, sexual orientation, gender identity or expression, country of ancestral origin, interrupted education status, military status, or any other category protected by law affect and influence district-wide practices.

II. DEFINITIONS

Educational Equity: "To ensure just outcomes for each student, raising marginalized voices, and challenging the imbalance of power and privilege."*

Equity: To provide students with the resources and individualized supports they need to thrive academically, socially, emotionally, and physically in alignment with their identity.

Access: To provide all students and staff with the ability to fully engage in the programs and services available through BPS without physical, socio-economic, or perceived barriers.

Inclusivity: BPS believes that the individual's intersecting identities shape who they are, their perspectives of the world, and the ways in which they experience the world. To embrace inclusivity, BPS will explicitly support the individual in remaining true to themselves, while encouraging a deep understanding, appreciation, and celebration of diverse communities, perspectives, experiences, cultures, and contexts.

In order to achieve our purpose, we commit to the following:**



- We believe the most effective way to tackle issues of privilege and systemic bias is to name them, talk about them, and take personal and collective responsibility to change them.
- We believe that it is not the job of the people being targeted by prejudice and discrimination to start the dialogue, carry the emotional labor of the conversations, or grant absolution to those who are feeling shame and guilt about the pain being experienced by others.
- We believe that the greatest casualty of trauma is the emotional, and sometimes physical, safety required to be vulnerable, and that, in addition to violence and neglect, poverty, racism, sexism, ageism, ableism, sizeism, homophobia, transphobia, islamophobia, xenophobia, and other systemic forms of oppression and/or bias are trauma.
- We also believe that everyone deserves safe spaces to be vulnerable; therefore, we work to both create safe spaces for individuals and we work to promote social justice. It is another form of injustice to ask generations of people to forego the life-giving experiences that are born of vulnerability until our systems are equitable and just.
- We believe that shame is a tool of oppression and is not an effective social justice tool.
- We acknowledge that these beliefs only have value if they are also reflected in our practice, and we are committed to practicing these beliefs at every level.

III. IMPLEMENTATION

BPS Policies, Programs, and Practices

1. BPS will articulate its identity, mission, and commitment to the principles of equity and inclusiveness that involves all staff/support professionals, students, and families using a whole-school approach to school and community stakeholders;
2. BPS, through cyclical policy reviews, will embed principles of acceptance, equity, and inclusive education in all its other policies, programs, guidelines, and practices, so that an equity and inclusive education focus is an integral part of BPS's operation;
3. BPS will ensure all future policies, guidelines, and practices are drafted and implemented in accordance with the diversity equity and inclusiveness policy;
4. BPS will implement positive employment practices that support equitable hiring, mentoring, retention, promotion, and succession planning.
5. BPS will identify education and/or training required to assist the school committee, administrators, students, parents, and staff in implementing the equity and inclusive education policy.



School-Community Partnership and Communication

BPS shall seek collaboration with, and active engagement from students, parents, staff, and other community partners to create and sustain a positive school climate that is inclusive, accepting, and supportive of student success.

1. BPS will review the structures of existing committees and partnerships to help ensure they reflect the principles of equity and inclusive education;
2. BPS will endeavor to expand community outreach efforts to encourage a positive school climate and to foster new partnerships that engage a cross-section of diverse students, parents, staff, community members, and various community organizations, including business groups;
3. BPS will strive to draw upon the expertise of related partners to explore innovative ways of sharing resources that can help the District meet the diverse needs of its students and provide new and relevant learning opportunities;
4. Principals will provide information for students and parents to increase their knowledge and understanding of equity and inclusive education.

Culturally Relevant and Responsive Curriculum and Assessment Practices

1. Principals will support teaching staff in the use of inclusive curriculum and assessment practices and effective instructional strategies that reflect the diverse needs of students and their learning pathways while facilitating a positive school climate that is inclusive and accepting of all students;
2. Principals will draw upon strategies that have been shown to support student success and reduce achievement gaps, including reviewing resources, instruction, and assessment and evaluation practices to identify and eliminate stereotypes, discriminatory biases, and systemic barriers;
3. BPS will provide opportunities for administrators, teachers, and non-teaching staff to participate in training on equity and inclusive education while facilitating a positive school climate that is inclusive and accepting of all students.

Accountability and Transparency

1. BPS will communicate the equity and inclusive education policy to all stakeholders and make it readily accessible by posting it on the District's website;
2. BPS and school improvement plans, within the context of the District's strategic plan, will take into consideration the District's equity and inclusive education policy and create measurable, concrete goals;



3. The Assistant Superintendent will prepare an annual report that will include updates on the progress in implementing its equity and inclusive education practices.

Ottawa Catholic School Board Equity and Inclusive Schools Policy:

<https://docs.google.com/document/d/1HBuWqGupqWEic0bEQ6rtGynoAg3FnitOFmu-RumobtA/edit>

*Great Schools Partnership

**Brene Brown's BBARG Belonging Statement:

<https://brenebrown.com/bbarg-belonging-statement/>

Barrington Public Schools School Committee

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