## Diversity, Equity, and Inclusion Definition:

Diversity is all the ways in which people are unique. Diversity entails recognizing, valuing, honoring, and caring for people from all abilities, social identities, and groups, as well as understanding and appreciating the individuality of every person. Diversity goes beyond acknowledging and tolerating differences to:
- Practicing respect for qualities and experiences that are different from our own.
- Exposing to and engaging with unfamiliar ideas, perspectives, cultures, and lived experiences to equip all to interact in empathetic and thoughtful ways.
- Designing opportunities to reflect on identity constantly and continuously.

Inclusion is whether people from all abilities, social identities, and groups socially and structurally are respected and accepted, have their needs met, and feel valued and connected to others and the community. To be included is not passive and means more than having access and being invited in. Inclusion requires:
- Establishing a culture of understanding and caring for the experiences of others.
- Reconstructing school policy and practice so *all* people have power and can effect change.
- Developing shared community values and inviting all stakeholders to be active creators.

Equity is recognizing each person's/group's specific circumstances and needs, as well as ensuring that those needs are met. Equity entails fair treatment, policies, and practices, as well as active and meaningful opportunities; it also requires access to resources specific to each person so as to be set up to thrive. Equity demands:
- Documenting, interrupting, challenging, and responding to bias, harassment, and discrimination.
- Recognizing that personal, cultural, institutional, and systemic bias creates and maintains privileges for some while creating and maintaining disadvantages for others.
- The inclusion and empowerment of historically marginalized and disadvantaged people and groups.

## Mission and Vision:
1. Engage all stakeholders (including students, educators, admin, community groups and individuals, families, etc.) in a process to solidify community-wide definitions and commitments to diversity, equity, and inclusion.
2. Create a structure and practice for the continuous collection and analysis of district and school specific quantitative and qualitative data for the identification and interrupting of inequitable and unjust practices, policies, and experiences.
3. Create regular and meaningful opportunities for professional development and learning in regard to DEI best practices, such as Culturally Sustaining Pedagogy, Trauma Informed Pedagogy, Restorative Practices, holding critical and difficult conversations, etc.
4. Create varied mediums and opportunities for communicating with and engaging all stakeholder groups in 1) DEI work occurring in schools and district wide 2) community partnerships, opportunities, events, and resources and 3) broader resources for DEI topics, practices, and information. Such mediums and opportunities could include newsletters, direct emails, community conversations, etc.)
5. Create a district wide DEI committee that runs in tandem with school specific committees to establish a unified understanding, identify specific needs and initiatives, and develop actionable plans.
6. Solidify the process for responding to and healing from harm that is rooted in a restorative approach.
7. Facilitate student groups and workshop opportunities for classrooms towards developing a culture of acceptance, belonging, and community.