

# **POLICY**

0030

**Adopted: July 25, 2022**

**Philosophy, Goals and Objectives**

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

The Board embraces the idea that all students benefit from diversity, equity, and inclusion. While the BOCES has been implementing processes and procedures to create a learning environment which embraces diversity, equity and inclusion, the Board is directing the Superintendent or designee to:

1. Establish a BOCES-wide Diversity, Equity and Inclusion Committee which will include representatives of all members of the BOCES stakeholders community, including students. The Committee will be charged with monitoring the BOCES' diversity, equity and inclusion efforts;
2. Monitor the engagement of BOCES families and community members to ensure engagement practices are based on mutual trust, confidence, and respect. Participation of all communities should be actively encouraged through conversations and reduction of language barriers;
3. Work to recruit, train and retain a diverse workforce in all areas and at all levels within the BOCES. Prepare BOCES' students to work within a diverse workforce so that they are well prepared for an increasingly global society;
4. Create programs and practices designated to enhance all students' self-identity, self-confidence and self-esteem by implementing non-discriminatory policies and practices, focusing on the wellbeing of the whole child and always considering and addressing the full range of student developmental pathways;
5. Seek to diversify BOCES' learning opportunities by finding creative steps to enhance multiple aspects of diversity, including the level of socioeconomic and racial diversity, within the BOCES' schools, examining the use of language which prevents some students from accessing and fully participating in BOCES' programs and implementing practices and procedures to reduce language which perpetuates negative stereotypes, and work to ensure programs and classes are accessible to all individuals equally;
6. Work with staff to expand inclusive and culturally responsive teaching and learning in all content areas, classroom grouping, professional development, student support systems, and all other opportunities for students. The following should be considered as part of this process:

# POLICY

0030

Adopted: July 25, 2022

Philosophy, Goals and Objectives

7. Implement Adoption of the New York State Culturally Responsive-Sustaining Framework which embeds the ideals of diversity, equity and inclusion by creating student centered learning environments which affirm cultural identities; This Framework is grounded in the following principles: a welcoming and affirming environment, high expectations and rigorous instruction, inclusive curriculum and assessment, and ongoing professional learning.
8. Provide inclusive and culturally responsive teaching and learning by endeavoring to include the contributions of all groups in the telling of the American story, specifically acknowledging the role that racism and bigotry have played and continue to play in the American that story, and creating coherent and ongoing opportunities for students to actively participate in experiences that prepare them for a lifetime of civic engagement and contributions to social justice.

The Superintendent will facilitate periodic conversations among the BOCES' component districts with the intention of establishing a publicly-declared common set of standards and principles related to diversity, equity and inclusion across the BOCES region.