



# Diversity, Equity, & Inclusion

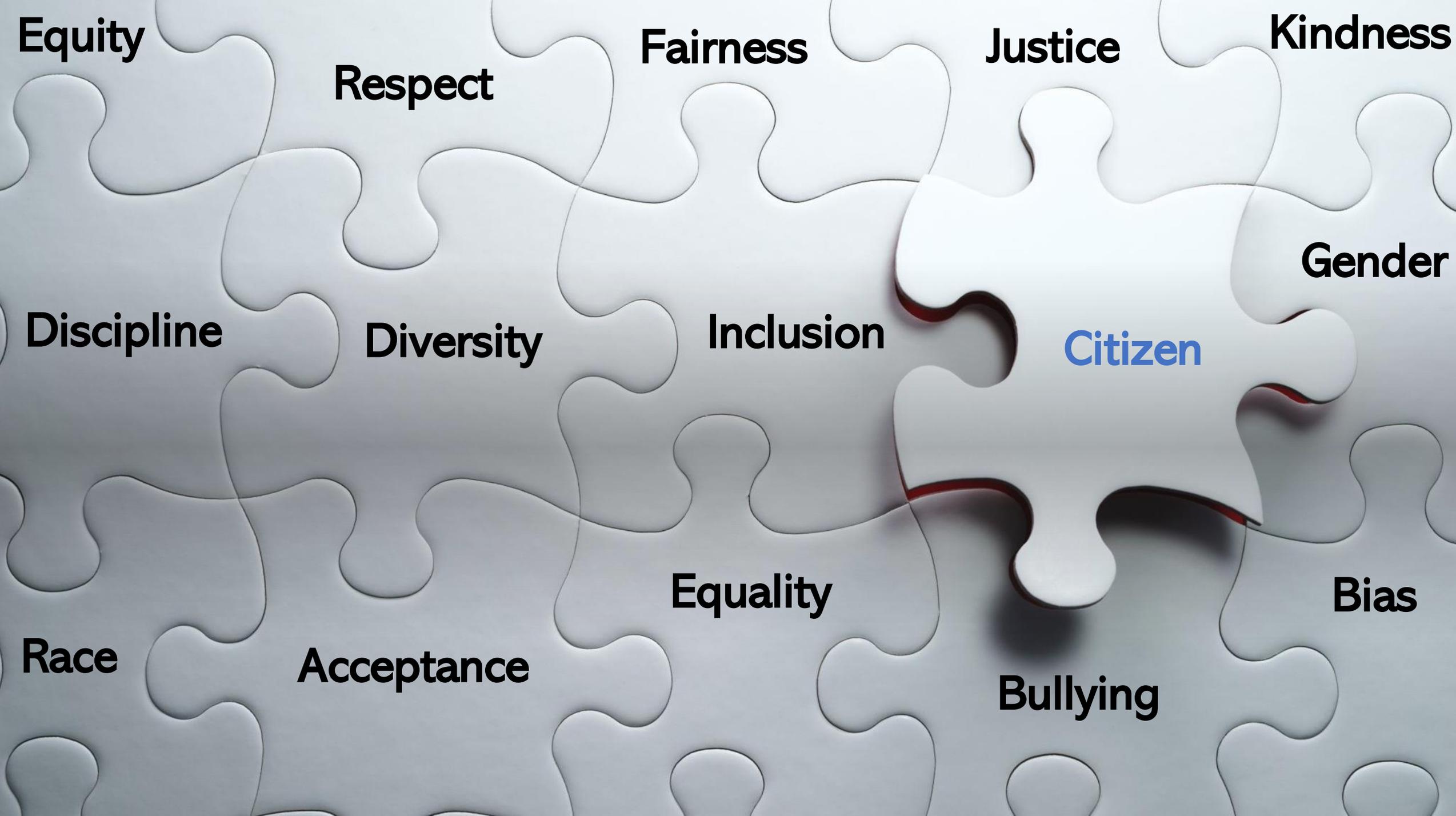
Preparing Our Students for a Diverse World

customer research sales  
organization performance  
complex retention  
probability assessment  
identification management  
process data  
customer sales  
risk  
planning  
implementation  
monitoring  
risk retention performance  
impact organization  
management  
opportunity assessment project

# CONTEXT



treatment organization impact  
project strategy performance  
resources important  
sales  
risk  
performance assessment organization  
monitor research  
evaluation performance organization  
plan scope



**Equity**

**Respect**

**Fairness**

**Justice**

**Kindness**

**Discipline**

**Diversity**

**Inclusion**

**Citizen**

**Gender**

**Race**

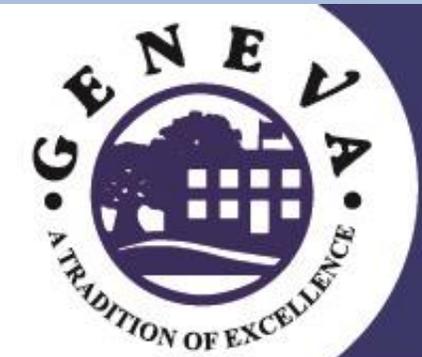
**Acceptance**

**Equality**

**Bullying**

**Bias**

Are we preparing our students to be kind, collaborative, and productive citizens who contribute to a diverse and just world?



**we  
are**



self-directed,  
lifelong learners



effective  
communicators



complex, creative  
& adaptive  
thinkers



collaborative  
& productive  
citizens



# Context: Definitions



## Diversity:

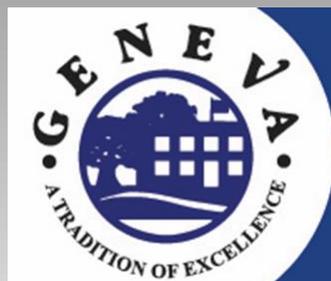
Representation and acknowledgment of all the ways that we differ

## Equity:

Everyone has fair access and opportunity for advancement, no matter their differences.

## Inclusion:

fostering belonging, respect, representation, and empowerment for all



**we are**



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collaborative & productive citizens



# Context: Current Realities

A large crowd of people, likely at a protest or rally, is visible in the background. Many individuals are wearing face masks, and some are holding signs. The scene is outdoors and appears to be a public gathering.

**District, Community, and Society**

Societal Events

Student Experiences

Student and Graduate Advocacy

Homogeneous Community

# Where We've Been

Sharing some steps we've taken

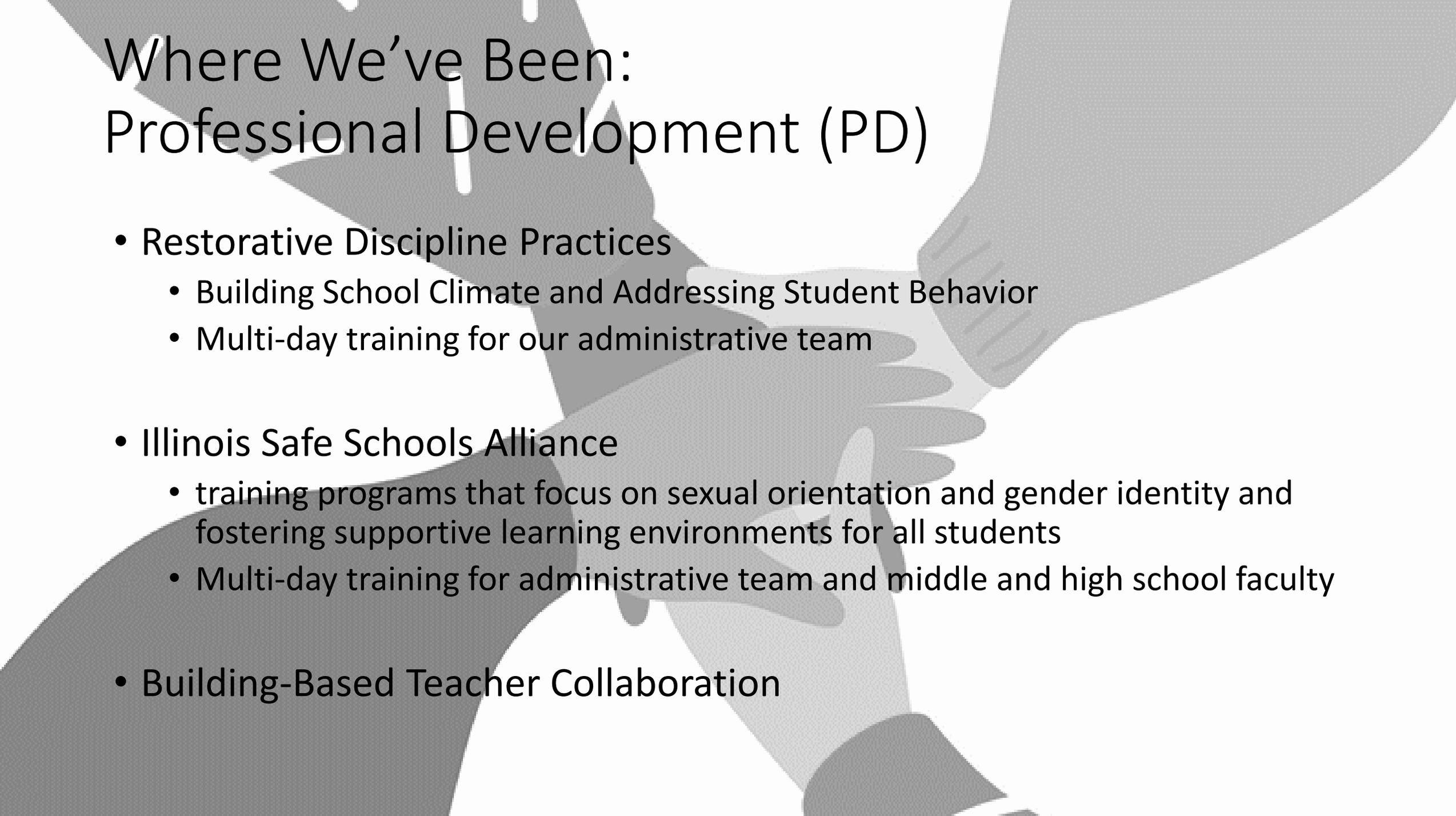
	<b>we are</b>	 self-directed, lifelong learners	 effective communicators
 complex, creative & adaptive thinkers	 collaborative & productive citizens		

# Where We've Been: Policies, Procedures, and Handbooks

- School Board Policies:
  - 6:60 and 6:65 – Curricular and Instructional Considerations: Character Education and Social-Emotional Learning
  - 7:10 – Equal Educational Opportunities
  - 7:20, 7:180, 7:190 – Student Behavior, Prevention of Harassment and Bullying
- Student Handbooks:
  - GELP, Elementary, Middle, High

# Where We've Been: Learning and Teaching

- Character Education
    - Kindness, Respect, Self-Care, Empathy, Coping Strategies
  - Social-Emotional Learning
    - managing emotions, setting & achieve goals, empathy for others, positive relationships, responsible decision-making
  - Assemblies and Workshops
    - Respect and Kindness; *See Something, Say Something*; Bullying Prevention; Suicide Awareness and Prevention; AFS Intercultural Programs; Etc.
  - Digital Citizenship
    - Explicit instruction at the elementary level, addressed throughout academic career
  - Content and Course-Specific Coverage
    - Many issues explored in specific course and content areas, regular review
- 
- A black and white photograph of a teacher sitting on the floor with a group of students in a classroom. The teacher is smiling and looking at the students. The students are also smiling and looking at the teacher. They are sitting around a table with books and papers. The background shows a classroom with posters on the wall.



# Where We've Been: Professional Development (PD)

- Restorative Discipline Practices
  - Building School Climate and Addressing Student Behavior
  - Multi-day training for our administrative team
- Illinois Safe Schools Alliance
  - training programs that focus on sexual orientation and gender identity and fostering supportive learning environments for all students
  - Multi-day training for administrative team and middle and high school faculty
- Building-Based Teacher Collaboration



# Where we're headed

Opportunities for growth as we look ahead

# Where We're Headed: Ongoing Reflection and Review

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- Ongoing Discussion and Reflection

- Embedding our Vision



- Engagement with Staff and Students (and a focus on staff for 21-22)



# Where We're Headed: Checking our *Blind Spots*

- Where do we need to direct our attention?
- Seeking Out Expertise
- Learn from Other Districts
- Needs Assessment / Review of Current Practices
- Focus on Staff: Readings, Workshops, Trainings, etc.

# Where We're Headed: Professional Development

- Reviewing Resources for Staff Development
- Continued PD for Leadership Team – Summer and Beyond
- District-Wide Committee Development
- Focus area for faculty in the 21/22 school year

# Where We're Headed: Learning and Teaching

- Maintain our Focus on Our District Vision
- Continue to Work with Faculty Regarding Content, Instructional Tools, and Resources
- Thinking about Digital Citizenship
- Continue to Facilitate PD



***Are we preparing our students to be kind, collaborative, and productive citizens who contribute to a diverse and just world?***

**An Ongoing Journey**



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