

# Bellview School Equity, Diversity and Inclusion Plan

## **Diversity and Inclusion Statement:**

*Bellview School believes that each and every student and family enriches our culture and community regardless of their strengths, abilities, backgrounds and beliefs. We strive to be inclusive of every member so that they feel welcomed, valued and important.*

## **Call to Action**

In order to effectively serve all students, Bellview strives to understand the issues that make school more challenging for some. To this end, Bellview:

- Works toward understanding how to make school safe and welcoming for all regardless of their differences, abilities and backgrounds.
- Actively works to remove barriers to student learning.
- Seeks to understand how to work more effectively with diverse groups of parents so they can support their children's success at school.
- Will ensure that all students have access to quality educational programs and that equity exists between program offerings.

## **Guiding Values**

This plan is grounded in the following values:

### **Access**

All students and families deserve access to information and educational opportunities.

### **Accountability**

Systems of accountability will be in place to ensure that diversity work remains a priority.

### **Action-oriented and achievable**

Bellview's efforts will focus on attainable goals and prioritize issues in order of importance (determined by a representative team) to maximize the use of limited resources.

### **Equity**

Additional resources and supports will be provided to some students in order to access all aspects of school life, including academic and social.

### **Evidence-based decision-making**

This plan is based on evidence of inequities in the system and forward actions that are research based and proven effective. Practices will be adjusted based on whether or not they are showing the intended results.

### **Flexibility**

To push through the hard places in the work ahead, flexibility will be needed, using the guiding values and priorities set forth in this diversity action plan.

### **Systemic ownership of responsibility**

Change needs to be institutionalized and imbedded in high school-wide systems to sustain the work.

### **Assumptions**

- All students will benefit from a school environment where differences in race, ethnicity, gender, gender identity, sexual orientation, socio-economic background, religion, political persuasion, physical, cognitive, or social ability, or other differences are addressed with inclusion, acceptance and respect.
- Changes made to address diversity and inclusion issues will have a positive impact on student achievement.
- Diversity is a multi-layered, complex issue that holds many meanings for people from different backgrounds and experiences.
- Parents can have a positive impact on their children’s learning when they are actively involved in their children’s education.
- Parents need to be actively engaged in the school’s work.
- While conversations about diversity and inclusion can be difficult, it is always important to engage in those conversations, and to listen, seek understanding and work toward solutions that support success for all students.
  - Each member of the Bellview faculty and staff has a vital role in creating the atmosphere of openness, acceptance and the promotion of diversity and inclusion to achieve success for all students.

### **Definition of Terms**

The following definitions were used in the context of implementing the assessment and developing the diversity action plan.

#### **Access**

All students understand the cultural norms of school and have access to information and resources so that they can choose to participate in all facets of school life, including academic and social.

#### **Diversity**

Diversity acknowledges that people are the same and different in many ways, including, but not limited to race, ethnicity, gender identity, sexual orientation, socio-economic background, religion, political persuasion, physical and cognitive ability, or other differences. When these differences are addressed with inclusion, acceptance and respect, everyone benefits.

#### **Equity**

Additional resources are used where needed to ensure that all students have fair access. Availability of information and resources is the right of all students. Staff, students and parents are educated to their availability. (The committee recommends that, in the future, this definition continue to be refined as part of the diversity action plan work.)

#### **Inclusion**

The intentional acts of inviting participation of others and/or removing barriers so that all school stakeholders have the opportunity to be involved in school life.

#### **Researched-based**

Researched-based refers to practices that have been supported through research that has been peer-reviewed by education professionals.

#### **Student Achievement/Success**

Student success is the mastery of academic goals, social goals, self- management/personal responsibility and career and life skills. Through their K-12 years, students continually grow toward mastering this set of skills

and knowledge, meeting benchmarks set by their teachers, the school and the state to measure progress. When students leave Bellview, they will have the foundation to build their knowledge, skills and dispositions to be engaged citizens and contributing members of our world community.

**Accountability:** Bellview's Site Council will regularly review our EDI plan to ensure we are making adequate progress toward our goals, and updating them when the data indicates a need.

### **GOALS AND RESULTS**

The following results will provide evidence of Bellview school's progress in issues related to diversity, equity and inclusion.

#### **I. CAPACITY BUILDING**

**Goal : Increase Bellview Staff's knowledge of Equity, Diversity and Inclusion Practices**

**Leader:** Principal, Gilda Montenegro-Fix

**Timeline:** Spring 2018, Fall 2018 Cultural Agility Training 101 & 201 with Gilda Montenegro-Fix, Winter/Spring 2019, Principal lead discussions based on the book [Culturally Responsive Teaching and the Brain](#)

**Key Indicator:** Increased understanding and support for our diverse students resulting in an increase in academic and social measurements, survey data.

#### **II. CURRICULUM & INSTRUCTION**

**Goal 2: Implement instruction to increase students' knowledge and awareness around Black History Month and Martin Luther King Jr. Day**

**Leader:** Principal and classroom teachers, DL Richardson

**Timeline:** Fall 2018 5<sup>th</sup> grade team plans interactive wall to create with students for Black History month. November-December, form MLK celebration instructional planning team and assembly planning team with members from across the elementary schools. Spring 2019 use the curriculum document provided by our consultant to examine our curriculum through an EDI lens looking for equitable representation and balanced historical perspectives.

**Key Indicators:** Participation in MLK event, feedback from teachers, students and families, increased knowledge in students regarding black history.

#### **III. CLIMATE**

**Goal 1: In order to provide an opportunity for all members of the school community to provide input about equity, inclusion and diversity, Bellview will establish a school climate survey to be administered annually.**

**Leader:** Site Council

**Timeline:** Spring of each school year

**Key Indicator:** The Site Council is using the survey developed in 2018. This survey was administered in May 2018. It will be administered again in May/June 2019. The continued use of this survey will be evaluated by the EDI Committee in May 2019.

**Goal 2: The results of an annual diversity survey are used by the Site Council to improve the EDI Action Plan.**

**Leader:** Site Council

**Timeline:** Results of May 2019 survey evaluated in September 2019.

**Key Indicator:** Improved EDI Action Plan.

#### **IV.COMMUNITY ENGAGEMENT**

**Goal 1: To increase awareness for families of community organizations that support diversity, equity and inclusion; to provide information designed to support parent involvement in student success in school**

**Leader:** Principal, DL Richardson, Karen Rotegern, Lee Murphy

**Timeline:** Monthly parent meetings for parents/guardians of our African American students, sharing of community events focused on equity, diversity and inclusion through flyers, emails and newsletters. Offer Parent PAX nights to keep parents informed of our social emotional curriculum at school, offer Nurturing Parenting classes both during the day and in the evenings.

**Key Indicators:** Meeting & class attendance, flyers, emails, newsletters