

Saline Area Schools: 3 Year Plan DEI Action Plan: Objectives and Success Indicators, Simplified

DEI Declaration: Saline Area Schools welcomes and encourages the integration of diversity, equity, and inclusion in our internal culture, systems, and practices, as well as how we engage externally in the Saline community. We aspire to involve and reflect the communities we serve because having varied perspectives helps generate better ideas to solve the complex problems of a changing world. We have a shared responsibility to live by the inclusive practices we hope to see in the communities we serve and demonstrate how embracing our differences can make us stronger and better. We acknowledge this is a process of ongoing learning and intentionally seek to engage in enriched dialogue and deepen our relationships along the way.

Goal: Improve and implement policies and practices that will strengthen and systematically grow Saline Area Schools' commitment to fostering a diverse and inclusive environment that promotes equity, student safety, healing, and empowerment.

COMPLETE

UNDER REVIEW

PENDING

Objective I: DEI Structure, Systems, Policies, and Practices: Develop a strong rationale and vision for DEI that is aligned with district goals			
Success Indicator		Status	2022-2023 Focus
1	DEI Declaration is integrated into policies, communications, and work across the district	In Progress	
2	Implement strong, clear, uniform, and distinct district-wide policies on 1) nondiscrimination, 2) bullying and harassment, and 3) hate speech and hate crimes; describe definitions and distinctions between concepts, disciplinary consequences and corrective action for initial and repeat violations, guidelines for enforcement, transformative and restorative justice principles and practices, procedures, and response timeline	Under Review	
3	Establish a SAS Racial Justice Task Force	Complete	
4	Create a trauma response team that is trained to support students and staff when they are harmed by hate and discrimination in the school district and/or community. This team would implement a platform to provide notification and direct assistance to parents and children impacted by actions of racism (hatred, prejudice, and exclusion)	In Progress	<i>DEIAC will be asked to review December 2022</i>
5	Students with marginalized identities have access to trusted adults and peers with whom they can discuss issues of social identity harassment. These staff members ideally represent specific identity groups. Allies also need to be easily identifiable and readily available to address and mediate issues of inclusion and acts of exclusion	In Progress	
6	Ensure that there is support for marginalized staff	Pending	

7	Accessibility/EL support is provided for families	Complete	
8	Environment is inclusive for people of all gender identities and expression	In Progress	
9	Diversity Council is established with students in the high school, tasked with advancing goals in SAS DEI Action Plan	Complete	
10	Regular review of all formal policies to support DEI and ensure uniform language	In Progress	
<u>Objective 2: Safety, Healing, and Empowerment:</u> Provide dedicated support to effectively implement DEI plan and structure			
1	Educators proactively engage students in conversations about prejudice, discrimination, bullying, harassment and social justice in formal and informal settings	In Progress	
2	A strong mechanism is in place for anonymously reporting hate speech and bullying that empowers students and staff to stand up to all hate and discrimination in any building in the district	Pending	
3	Create a Black Student Union	Complete at SMS/SHS	Heritage?
4	Immediate collaboration with students, community stakeholders, and credible, experienced racial justice and anti-oppression professionals to develop a clear and transparent plan to support healing, empowerment, and positive mental health for all marginalized students.	In Progress	
5	District develops a clear, intentional plan for lifting up and celebrating marginalized student and staff identities in order to take steps toward repairing harm and growing safe and inclusive environments for all students.	In Progress	
6	Specific action steps to support students with IEPs gain all the necessary supports that are needed (Ex: IEPs to support distance learning, steps to ensure proper secure/restraint techniques for staff, etc.)	In Progress	
7	Families with diverse backgrounds in our community indicate that they are consistently and intentionally celebrated and affirmed at all levels and in all spaces.	In Progress	
8	Students, teachers, and communities have access to ongoing opportunities for connection, sharing experiences, and healing together	In Progress	
9	Training for support staff/faculty (social workers, guidance counselors, and school psychologists)	In Progress	

<u>Objective 3: Recruitment, Hiring, Development, and Retention:</u> Integrate DEI into recruitment, talent development, advancement, and retention practices and policies			
1	Full transparency around teacher, counselor, staff, and admin demographics	Complete	
2	SAS actively works to recruit, hire, and support the retention of staff from a variety of diverse and underrepresented identities and backgrounds via the development and execution of a strategy that reflects a proactive and meaningful commitment to DEI which ultimately leads to more diverse candidate pools and greater teacher and staff representation in our schools	Pending	
3	Hiring process is more open and welcoming, and involves diverse students and other stakeholders		
4	Integration of DEI Declaration in job searches that are posted publicly	Complete	
5	Hiring committee members are competent in key inclusive and equity-promoting best practices	Pending	
6	Staff include DEI performance goals in annual performance review	In Progress	
7	Formalize strategy to promote diverse vendor selection	Pending	
8	Increase numbers of Black students through School of Choice Open Enrollment	In Progress	Policy?
<u>Objective 4: DEI Learning, Curriculum, and Assessment:</u> Provide meaningful opportunities for ongoing learning and high DEI competence of students, teachers, and staff			
1	Hire a DEI Consultant to work with teachers (SPAR)	Complete	
2	All staff (including leadership, support staff, educators, paraeducators, substitutes, contractors, bus drivers, and food service staff) have received training and express confidence in the following areas: a. Understanding policy changes regarding hate speech, bullying, discrimination, harassment, and transformative and restorative justice practices b. Ability to immediately intervene when hate speech when happens c. Commitment to DEI Declaration and principles d. Culturally-sustaining and anti-oppression teaching and Culturally Responsive Pedagogy plus empathy	In progress/ Complete	
3	Staff continue to access Justice Leaders training through the WISD (DEIC)	In progress	

4	Form Equity Teams at all buildings	Complete	
5	Concentrated staff in all SAS buildings hold deep expertise on best practices for restorative justice practices	In progress	
6	ALL high school freshmen should be mandated to take one class on Diversity and Inclusion, Racial Justice, Social Justice or multiculturalism and/or lessons on how to be “interrupters” not bystanders and non-violent conflict resolution skills	In progress	SMS 6th Grade “World Cultures” class approaches this as an elective. Race & Ethnicity as well.
7	Mandate and integrate culturally-responsive curriculum in all levels of schooling across all subjects.	In progress	
8	All classrooms become spaces for anti-bias and anti-oppression learning to prepare students for participation in a global society.	Pending	
9	Programming/curriculum supports and affirms the positive development and growth of marginalized students.	In progress	
10	Students have access to elective classes to provide in-depth exploration of lessons on racial history and historical oppression of other marginalized groups, e.g. Race and Ethnicity Course	Complete	
11	Compare progress in achieving DEI goals starting with 2020 baseline	In progress	
12	Regular school climate survey is revised as needed to include relevant questions related to hate speech (acts), bullying, harassment, school safety and security, support, etc as a means of 1) tracking and benchmarking, and 2) informing DEI-related policies, practices, curriculum, etc.	Complete	
13	DEI themes are incorporated into employee climate surveys	Complete	
14	Develop Technology Access Plan to provide equitable opportunities for Distance Learning	Complete	
<u>Objective 5: Community Partnerships and Communication:</u> SAS continues to engage the broader community in emphasizing the importance of DEI and lessons learned			
1	Improve communication - including multiple opportunities for feedback - between District, students and community about policy and procedures around identity harassment, discipline and restorative justice.	In progress	
2	Continue close work with the WISD Equity and Social Justice Department to expand training efforts, just discipline policies, and behavioral expectations	In progress	
3	Continue working directly with the City of Saline to better support the education of our community on the topic of racism	In progress	
4	Continue meeting with the Office of Civil Rights, the Mexican Consulate, the Department of Justice, and other governmental entities to expand SAS	Pending	

	network of resources		
5	Education provided for the entire community (Ex: expand Social Justice training offerings through Saline Community Education)	In progress	
6	Provide leadership and ongoing opportunities for community members to continue engaging in this topic at a community-wide level	In progress	

Note # 1:

In 2020, various stakeholders provided lists of “asks” of the district. Along with these asks, a series of community conversations provided a wealth of insight and information into what the community at large wanted from SAS as it worked to become a more inclusive and equitable community. This plan is the product of those lists and conversations.

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Note # 2:

In 2019 with revisions in 2020 and 2021, SAS educational community stakeholders defined diversity, equity and inclusion.

By ***Diversity***, we mean embracing, honoring and celebrating the wide array of differences within us including, but not limited to: race, age, sex, body type, gender expression, gender identity, color, socio-economic class, ethnicity, language, culture, sexual orientation, national origin, religion/spirituality, and ability.

By ***Equity***, we mean ensuring all members within the District have an equal opportunity to participate in the educational community. The goal of the Committee is to ensure Each and EVERY member in our educational community will have the opportunity, resources, and support to thrive and grow. We align our policies, practices, and resources to result in more responsive practices to better meet the needs of our community of students, teachers, administrators, and staff, where all can thrive.

By ***Inclusion***, we mean encouraging, promoting and sustaining a true sense of belonging and empowerment for each and every member of our educational community. We nurture an environment in which everyone feels valued and respected.