



STRONGER TOGETHER

**PROMOTING DIVERSITY, EQUITY, AND INCLUSION
IN THE WEST SHORE SCHOOL DISTRICT**

Presented April 2021

Common Vocabulary

Diversity:

Means differences. The population is made up of people belonging to various groups characterized by culture, race, ethnicity, nationality, gender, sexual orientation, ability, socio-economic status, etc.

Equity:

Everyone gets what they need in order to have access, opportunities and a fair chance to succeed.

Inclusion:

An environment and commitment to respect, represent and accept diverse social groups and identities; an environment where all people feel like they belong.

So why is this important to us?



The West Shore School Board ("Board") declares it to be the ***policy*** of the West Shore School District ("District") ***to provide an equal opportunity for all students*** to achieve their potential through the programs offered in the schools ***regardless of race, age, color, creed, religion, sex, gender, gender identity, sexual orientation, ancestry, marital status, pregnancy, national origin, disability, or differently abled status.***

West Shore School District Board Policy 103 - Discrimination/Title IX Sexual Harassment Affecting Students

We are...Stronger Together

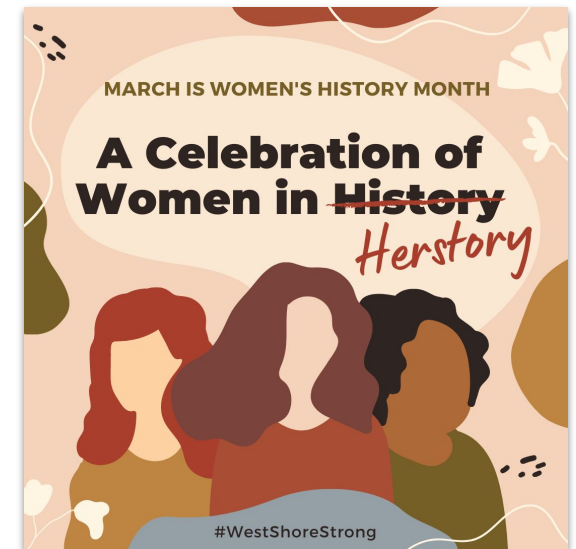
Pennsylvania's schools should be safe havens where all students – regardless of their race, color, religion, ancestry, gender, sexual orientation, gender expression or identity, national origin, or ability – feel safe, respected, and welcomed.

SOURCE: [Pennsylvania Equity and Inclusion Toolkit](#)



The Beginning...

- Student support specialist in Cedar Cliff
- Participation in Leadership for Diverse Schools
- Shared Stories: District Inclusive Literature Initiative
- Recognitions and celebrations of diversity: Black History Month, Women's History Month, Celebrating Diversity Month, Hispanic Heritage Month, etc.
- Student diversity and anti-racist clubs
- Messaging from District and schools
- Efforts to recruit a more diverse staff
- Curriculum and resource audits
- Teacher and administrator book studies
- Administrator workshops





Where are we going?

- Professional Development for all staff
- Continued Curriculum Review
- Board Policy
- Recruitment Efforts
- Continued Meetings with Stakeholders
- Continued Review of Current Practices and Policies - achievement, attendance, discipline, access to higher level courses, etc.

Macro-tasks

- Create an equitable, inclusive, and welcoming environment for students, staff, and families.
- Commit to examining and addressing individual, collective, and institutional biases.
- Close learning gaps for underrepresented populations.
- Examine all activities offered by the school, parent groups and organizations through a diversity, equity and inclusion lens. Make changes as needed.
- Ensure underrepresented groups have access to and are encouraged to pursue higher level courses offered, CPAVTS, internships and workplace opportunities, leadership, etc.
- Examine hiring practices and retention of teachers from diverse backgrounds.
- Engage parents, families, community organizations and local businesses in conversations about DEI and SEL.



Where are we? How are we doing? What's next?

Three year plan includes:

- Getting to know your students through a DEI lens.
- Social Emotional learning for staff and students.
- Regular review, reflect and revise workshops regarding the work we are doing and school and department plans. Teams clarify what success looks like so progress can be evaluated.
- Re-administration of PA School Climate Survey to determine growth and areas showing little or no growth. Plans will be adjusted accordingly.
- Organization of a District DEI team consisting of parents/caregivers, staff, Board members, local businesses and community organizations to advance the work of DEI.
- Continuing to build a more equitable and inclusive environment through continual conversations, observations and accountability.