**Weber School District**

**Equity, Social Justice, and Inclusion Framework Standards**

**EJIC’s Purpose Statement, demonstrating leadership and passion:**

***Help create a safe and inclusive climate throughout the district wherein diversity/differences are embraced and celebrated, every student and employee is inspired to achieve, thrive and grow, and where each is empowered to act against any form of intolerance, bigotry (and/or) injustice.***

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| **Standard 1: Data Review** |
| Engage in a conversation on data, policy, and practice which leads to systemic change and supports the EJIC’s purpose statement\* |
| * Capture more data on Pacific Islanders * Inclusive School Climate Surveys\* * Data review and policy updates\* |
| **Standard 2: Safe Learning Environment** |
| Create a safe, caring, mutually respectful learning environment in each school where all students feel honored and valued |
| * Provide teachers with an assessment to measure their ability to increase students’ sense of belonging * Increase educators’ awareness about when they are openly making hurtful comments towards groups of students (examine micro-aggressions and unconscious bias) * Provide teachers with tools to help students feel more welcomed in the school/classrooms * Increase administrators’ follow through with students who report harassment. * Decrease harassment in schools with a focus on heterosexism, classism, ableism, and students who are isolated due to appearance, subgroupings and non-conformity |
| **Standard 3: Support Student Learning** |
| Implement initiatives that support student learning and improve academic performance |
| * Increase teachers’ access to students’ background to better relate to and be able to support them * Increase school’s ability to check on the mental wellness of students |
| **Standard 4: Effective Partnership** |
| Engage parents and key stakeholders in community efforts to increase student success and build effective partnerships |
| * Provide forums for parents and students to openly dialogue and discuss issues of equity and inclusion happening in the schools |

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| **Standard 5: Strategic Approach to Recruitment** |
| Help other district departments adopt strategic approaches to diversity recruiting in hiring teachers, counselors and administration |
| * Adopt strategic approaches to increase diversity among teachers, counselors and administration |
| **Standard 6: Equitable Access** |
| Ensure that all students have equitable access to diverse and inclusive education materials and experiences by implementing educational opportunities for every student, including, but not limited to, diverse curriculum, translated materials, College & Career Readiness opportunities, school-sponsored activities, etc. |
| * Increase students’ understanding of how to report harassment, and increase students’ comfort in reporting w/ an emphasis on Transgender/Gender Non-Binary as well as African Americans * Increase students’ sense of belonging in their schools |
| **Standard 7: Professional Development & Responsibilities** |
| Engage in high quality professional development constructed on the Equity, Social Justice, and Inclusion Mission |
| * Provide forums for educators to understand the purpose of openly dialoguing and discussing issues of equity and inclusion * Help teachers identify what resources would be helpful for them to create a stronger culture of inclusion * Increase educators’ skills to address and incorporate inclusion/equity in their classrooms * Increase students’ understanding of the “isms,” how to dialogue about the “isms,” and decrease “isms” * Develop a method to record and analyze the frequency, pervasiveness, and severity of identity-based harassment occurring in schools and via students’ social media feeds |
| **Standard 8: Student achieve, thrive and grow** |
| Help create a safe and inclusive climate wherein diversity/differences are embraced and celebrated, every student and employee is inspired to achieve, thrive and grow |
| * Increase students’ understanding of the “isms,” how to dialogue about the “isms,” and decrease “isms” * Increase students’ ability to relate to people that are different than themselves * Increase candid conversations about current events and how they affect student relations |

*All Standards are built on EJIC goals, with the indicators taken from stakeholders’ survey, except for those specified by\**