**Foundational Structure Reflection Rubric:**

**DIVERSITY, EQUITY, AND INCLUSION**

- Physically and emotionally safe climate/culture
- Involved and diverse stakeholder participation
- Elevate and incorporate student voice
- Monitor and adjust policy/practice based on climate and culture data

  Leadership and educator capacity building

**Definition:**

The goal of diversity, equity, and inclusion is two-fold.

One, to establish culturally responsive environments resulting in safe schools and classrooms. This involves an informed staff in collaboration with stakeholders, who develop a culture and climate that is inviting to each student, and where each student is provided equitable opportunity through access to quality instruction, evidence-based resources and facilities.

Two, the system embraces the richness of diverse and inclusive environments. This recognizes, but is not limited to; students with disabilities, racial/ethnic diversity, religious beliefs, gender, socioeconomic status, English Learners, sexual identity, homeless, youth in foster care, single-families and active duty military families.

| EMERGING | IMPLEMENTING | TRANSITIONING | MODELING |
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| Work is becoming more evident; plans are taking form; all of the relevant pieces are in place | There is evidence that work is being done; plans are being actively put into action | There is evidence that work is moving in a positive direction; there are pockets of implementation and sustained efforts. | Work is part of the school culture and efforts are being made to maintain, embed, and improve quality |

| EVIDENCE | EVIDENCE | EVIDENCE | EVIDENCE |
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| • **Mission and vision:** System has a mission and vision in place but it doesn't specifically address diversity, equity and inclusion.<br><br>• **Professional development and resources:** System has a professional development plan in place, but diversity, equity and inclusion are only addressed indirectly.<br><br>• **Monitoring effectiveness:** The system informally collects data on effectiveness of initiatives and programs related to diversity, equity and inclusion.<br><br>• **Social-emotional learning:** System has selected a social-emotional curriculum that is being utilized in isolation with no connection to diversity, equity or inclusion needs.<br><br>• **Special populations:** System is compliant with the minimum legal | • **Mission and vision:** System has a mission and vision in place that addresses diversity, equity and inclusion, but it doesn't drive policy or practice.<br><br>• **Professional development and resources:** System has a professional development plan in place that utilizes disaggregated data to establish goals and professional development needs.<br><br>• **Monitoring effectiveness:** System uses formal surveys and questionnaires to collect effectiveness data relative to diversity, equity and inclusion, but all stakeholder groups are not included.<br><br>• **Social-emotional learning:** System has selected a social-emotional curriculum that is incorporated across the curriculum and promotes a culture of understanding and acceptance<br><br>• **Special populations:** System has identified a broad range | • **Mission and vision:** System has a mission and vision in place that specifically addresses diversity, equity and inclusion, and there are aligned policies and practices supporting this foundational structure<br><br>• **Professional development and resources:** System has professional development plan in place that addresses the needs of the district regarding diversity, equity and inclusion, and have begun adding resources aligned with goals.<br><br>• **Monitoring effectiveness:** System uses formal surveys and questionnaires to collect data from all stakeholders relative to diversity, equity and inclusion, and combines this with district data to monitor effectiveness.<br><br>• **Social-emotional learning:** System collects data relative to social-emotional learning and uses this data to | • **Mission and vison**: System has a mission and vision in place that specifically addresses diversity, equity and inclusion, and it is a guiding principal in all aspects of system decision making.<br><br>• **Professional development and resources:** System has a professional development plan in place containing short and long-term plans for addressing diversity, equity and inclusion, and has a plan for providing resources for supporting this plan.<br><br>• **Monitoring effectiveness:** System has a system for collecting longitudinal data from all stakeholders relative to diversity, equity, and inclusion, and this data is incorporated with |

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| requirements to provide equity and access to federally protected groups.<br>• **Differentiated instruction:** Academic progress is monitored and students with needs for academic and/or enrichment needs are offered additional support. | of sub-groups and disaggregates data to identify needs, learning gaps and to align interventions.<br>• **Differentiated instruction:** Cross curricular/grade level teams for general education intervention have been established to identify students with varied learning styles and academic need. | address policy and practice relative to diversity, equity and inclusion, and to support individual student needs.<br>• **Special populations:** In addition to academic monitoring of identified sub-groups, the system monitors student engagement and involvement in curricular and extra-curricular activities to ensure opportunity, access and inclusion for all students.<br>• **Differentiated instruction:** Instructional decision making and differentiation incorporates input from educators, parents and families. Differentiation is not only based on academic data, but also on students interests and passions so instructional opportunities are personalized. | district data to inform short and long-range planning.<br>• **Social-emotional learning:** System-wide social-emotional instruction, policies and practices are fully embedded in school culture. A systemic process is in place to collect data and identify student needs relative to diversity, equity and inclusion, and a mechanism is in place to respond to these needs<br>• **Special populations:** System has evidence of narrowing learning gaps with all subgroups. Audits of student engagement and involvement in activities demonstrate equity with regards to access, diversity and inclusion within student groups.<br>• **Differentiated instruction:** System has |

| | | | a culture of inclusion relative diversity, equity and access. Student voice is elevated giving them increased ownership and choice over their own educational experience.  Moves between grade spans are intentionally planned to ensure a seamless transitional learning plan PreK – 12. |
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