



Ashland High School 2020-2021 Diversity, Equity and Inclusion Plan



Mission	Empowering students to be lifelong learners, responsible citizens, and stewards of the world.
Vision	Inspiring learning for life!
Core Values	Community, Diversity, empowerment, Excellence
We Believe	Students should learn about the diversity of human culture through avenues that normalize multiple lives experiences. We need to understand that we are all variations of human expression and tradition to be uplifted, celebrated, and protected.

I. CAPACITY BUILDING

1. Utilize Oregon Equity Lens and apply to all levels of decision making. [Click me](#)
2. Continue to provide regular, ongoing professional development opportunities re: cultural agility, culturally responsive practices and EDI; provide training/events to students re: EDI.
3. AHS will establish an EDI Committee meeting minimum bi-monthly during the 2020-2021 school year to evaluate, monitor and adjust EDI action plan; the committee will provide resources to AHS proactively
4. Provide educational forums/discussions for students on topics related to race, ethnicity, gender, consent, theLGBTQ community, Indigenous people/history and more; invite guest facilitators/presenters (i.e. from BOSA, Lotus Rising, Multicultural resource Center at SOU, Native American Studies at SOU, parents and other resources).
5. Continue to ensure that all students are aware of academic programs and opportunities; ensure that Spanish translation is available in the main office during business hours and as needed; translate commonly used documents.

II. CURRICULUM AND INSTRUCTION

1. Students in 9th and 10th grade humanities class will learn concepts and vocabulary related to equity, diversity, and inclusion.
2. Ensure that the books acquired for the book depository are culturally diverse and represent previously underrepresented groups; apply the equity lens to all book acquisition decisions; work with librarian to increase diverse books and resources in the library.
3. Teachers will incorporate content that celebrates, uplifts, and highlights diverse backgrounds and perspectives.
4. Continued evaluation of curriculum, content, visuals that are reflective of ALL students, utilizing the equity lens.

III. CLIMATE

1. Administer Climate survey (EDI/ Youth Truth), and review disaggregated data on student experience.
2. Continue providing an effective, responsive anonymous reporting system for members of the AHS community to report hate speech/actions, racism, homophobia, sexism and other incidents.
3. AHS will continue to implement Restorative Justice (RJ) practices (with an equity lens).
4. Continue to increase participation in school events by all students by providing equitable access—for example, all students who receive free and reduced lunch are given a free ticket to school dances; whenever possible, provide access and materials to all students; find new ways to make participation more equitable.
5. Provide clubs and affinity spaces for our Black, Indigenous, Hispanic/Latinx, Asian, and Pacific Islander students.

IV. COMMUNITY ENGAGEMENT

1. Recruit and elevate diverse students/family/community voices to be involved in site Council, committees, planning, and decision-making processes (i.e. policy, curriculum, budget, school reform initiatives, and safety).
2. Continued efforts to get communication out in any language that supports student and family engagement.
3. Continue holding Black African American Student Success parent meetings with Becca Laroi.
4. Partner with Community organizations to create and connect students and families.