

**WHEREAS**, the Webster Groves School District's commitment to diversity and inclusion has been consistently expressed in words and actions.

- Students: recommend removing "consistently" because they feel it doesn't apply.
- EIE: question removing "consistently," feeling like doing so will give "license to be status quo"
- EIE: suggested, "will be consistently expressed."
- EIE: Make this statement the title or header of the resolution. "The past tense as written sounds weak and like history."

**WHEREAS**, we recognize the importance of understanding the history of the students and families of the district, and leveraging that understanding to improve the educational environment for all.

- EIE: Let's be more clear about the meaning of this statement so interpretation isn't required.
- EIE: Should this be "history of the community" Maybe, "history of the families and history of the district"
- EIE: Maybe the "heritage and history of the students"
- EIE: Feel weakest of all statements. Might the historical context be wrapped into the closing statement?
- EIE: If inclusive, this is talking about the history of the district and the families.

**WHEREAS**, the mission of the district is to ensure "academic and personal success for every student."

- EIE: Do we need quotes?

**WHEREAS**, the core values of the district include "diversity, individuality, community, and courage."

- EIE: Do we need quotes?

**WHEREAS**, we believe in the dignity and worth of every person regardless of their race, color, religion, sex, national origin, ancestry, disability, age, sexual orientation and/or perceived sexual orientation, gender identity, socioeconomic status, or any other individual characteristic.

- DLT: Change “disability” to “ability”
- DLT: Change to “gender identity and expression”
- EIE: This is a powerful statement. Move it closer to the beginning of the resolution. To the 2<sup>nd</sup> one?
- EIE: Eliminate “perceived sexual orientation” as all have perceptions of them

**WHEREAS**, we believe in fostering equity, inclusion, acceptance, dignity and equal rights for all children and adults.

- EIE: Move to the last sentence of the final “Therefore” paragraph

**WHEREAS**, we seek to remove any social, cultural and educational barriers that members of our diverse population may experience through advocacy (Change word?), community engagement and professional development.

- EIE: Reorder list at end from the item that is closest to us (pd) and out (community engagement).
- EIE: Delete “any”
- EIE: Substitute “school community” for “diverse population”
- EIE: Should “support” take the place of “advocacy” if “advocacy” requires interpretation or explanation. People have wondered whether this stands for advocating outside the school (ex: Jefferson City) and/or for a child or group within the school
- EIE: If this is our commitment and what we’re committed to, I don’t think we should omit the word “advocacy”. If we need to make this work to happen,

we need to advocate for it to happen. We're called to advocate for the underrepresented. Others voice support for "advocacy"

- EIE: Change "seek" to "strive"

**WHEREAS**, we believe we must directly confront issues of bias and social injustice in order to alleviate the inequitable practices and outcomes these issues create.

- Change "alleviate" to "eliminate"
- Add a statement that inequitable practices don't just affect minority groups, they affect us all.

**WHEREAS**, we believe that by working together we can create a better life for all;

- EIE: Add this to the "Therefore" statement below
- EIE: Instead of "better life" can we say something like "safer and more equal educational process"; say a "lifelong love of learning"
- EIE: Add "instilling of lifelong learning" to this statement

**THEREFORE, BE IT RESOLVED**, the Webster Groves School District Board of Education on this DATE affirms its continuing commitment to lead efforts to advance a culture of inclusivity and diversity and support all students, staff, families and community members in this endeavor.

Other thoughts:

- DL: Too similar to MRH Resolution?
- DLT: Children or adults? Be consistent or appropriate as noted?
- DLT/EIE: Should there be a paragraph noting what we'll do as a result of the resolution?
- DLT/EIE: Does it need a heading to introduce it?
- EIE: We need to talk more about "advocacy" and what that means for everyone
- EIE: Maybe we should acknowledge the district's historic role in oppression of people within the community

- EIE: Do we need specific markers (on the resolution) we're going to use to measure the effect of this resolution and/or our work? Comment made about those should be elsewhere
- EIE: add something about a safe learning environment for everyone
- EIE: board policy should align with this statement (ex: list of different identities)
- EIE: Acknowledge the bias within the system and how we'll make reparations for what has been done
- EIE: This resolution is about when people come to us, but what can we say about us going to the people?
- EIE: Do we add injustices done in the past to acknowledge and support reconciliation
- EIE: Should the words "equity" and "justice" take the place of words like "diversity" and "inclusion." The former seems to hold more strength.
- Diversity asks, "Who's in the room?" Equity responds: "Who is trying to get in the room but can't? Whose presence in the room is under constant threat of erasure?"
- Inclusion asks, "Has everyone's ideas been heard?" Justice responds, "Whose ideas won't be taken as seriously because they aren't in the majority?"
- Diversity asks, "How many more of [pick any minoritized identity] group do we have this year than last?" Equity responds, "What conditions have we created that maintain certain groups as the perpetual majority here?"
- Inclusion asks, "Is this environment safe for everyone to feel like they belong?" Justice challenges, "Whose safety is being sacrificed and minimized to allow others to be comfortable maintaining dehumanizing views?"
- Diversity asks, "Isn't it separatist to provide funding for safe spaces and separate student centers?" Equity answers, "What are people experiencing on campus that they don't feel safe when isolated and separated from others like themselves?"
- Inclusion asks, "Wouldn't it be a great program to have a panel debate Black Lives Matter? We had a Black Lives Matter activist here last semester, so this semester we should invite someone from the alt-right." Justice answers, "Why would we allow the humanity and dignity of people or our students to be the subject of debate or the target of harassment and hate speech?"
- Diversity celebrates increases in numbers that still reflect minoritized status on campus and incremental growth. Equity celebrates reductions in harm, revisions to abusive systems and increases in supports for people's life chances as reported by those who have been targeted.
- Inclusion celebrates awards for initiatives and credits itself for having a diverse candidate pool. Justice celebrates getting rid of practices and policies that were having disparate impacts on minoritized groups.
- By substituting diversity and inclusion rhetoric for transformative efforts to promote equity and justice, HWIs have appeased their constituents and avoided recognizable institutional change. But it is time for historically white institutions in American higher education to pursue real change and abandon the politics of appeasement.  
A truly democratic education must not be ideologically neutral; rather, it must ardently pursue the preparation of students for engaged citizenship in an ostensibly democratic society.

Whether HWI leaders will gather the institutional will and the moral and ethical courage to provoke and institute real, substantive institutional transformation is unknown. The first step on that road, however, is to make equity and justice the yardstick by which leaders measure progress instead of merely diversity and inclusion."

DRAFT