Our students, staff and stakeholders bring their personal backgrounds into our schools and the District is richer for it. Each of them has a legitimate expectation to have a barrier-free learning environment counteracting the contemporary and historical impact of bias, prejudice and discrimination which for generations has produced a predictability of learning outcomes based on race, class, socioeconomics, gender, ethnicity, sexual orientation, gender identity, cognitive/physical ability, diverse language fluency, and religion.

It is the obligation of the District to embrace the diversity within our District while actively eliminating practices that perpetuate the disparities among our students so that all students have the opportunity to benefit equally. These disparities are unacceptable and are directly at odds with the Board’s Vision that Cincinnati Public Schools "is a community that ensures equitable access to a world class education unleashing the potential of every student."

In order to secure this vision, the District will focus on the individual and unique needs of each student. Therefore, the Board established the following course of action:

- Foster the universal values as expressed and adopted in the attached Board Resolution – Adopting Working Definitions for Diversity, Equity, Inclusion and Excellence in Education so that these values are shared across the District by a wide range of students, staff and stakeholders who are committed to act on these values without bias, prejudice, or discrimination.

- Commit to ensuring that fairness, equity and inclusion are essential principles of our school system fully integrating these principles into all of our policies, programs, operations and practices.

- Adopt a teaching and learning culture that includes high expectations of students and staff, varied teaching and learning styles, and individualized as well as systemic supports for teachers and students.

- Create multiple learning pathways that widen access to educational opportunities and lifelong success.

- Provide high quality, culturally relevant and responsive curricula for all students and teachers regardless of learning sites.

- Eliminate District policies, structures, and practices that perpetuate inequities and contribute to disproportionality of access and outcomes.

- Identify, develop and apply best instructional practices that have demonstrably made a positive difference for students and groups of students in order to reduce prevalent and persistent learning outcome gaps.

- Allocate annually the District’s many financial, capital and human resources equitably.

- Facilitate equitable access to co-curricular and extra-curricular activities, social services, tutoring, and enrichment opportunities.

- Engage, include and collaborate with our families, students, residents, communities, and stakeholders as this Board recognizes that their active involvement is essential to the Board’s own responsibility for effective and equitable governance.
To that end, the Board holds itself and all District and school site decision makers, faculty, support staff and participants accountable for building a District-wide culture of equity.

The Board directs the Superintendent and Treasurer together to develop a plan with clear and measurable accountability standards and procedures that can be assessed and reported transparently to the public. The Cincinnati Public Schools Equity Plan will be submitted annually to the Board for approval and its subsequent implementation by all departments and school sites will be reviewed by the Board at least semi-annually.

Reviewed: 2-27-2017
Adopted: 4-11-16
Reviewed date: 3-29-16
CINCINNATI PUBLIC SCHOOLS

A RESOLUTION ADOPTING WORKING DEFINITIONS FOR
DIVERSITY, EQUITY, INCLUSION AND EXCELLENCE IN EDUCATION

WHEREAS, the Cincinnati Board of Education is steadfast in its duty to develop educational programs that can transform lives and communities; and

WHEREAS, in order to ensure every child succeeds, we must understand how race/ethnicity, class, gender, sexual orientation, religion, and cognitive/physical ability impact the educational process; and

WHEREAS, the Cincinnati Board of Education will adopt the following working definitions for diversity, equity, inclusion, and excellence in education:

Diversity in Education
Requires that we see, value, and embrace the differences that make each of us unique. It demands:
⇒ Leveraging our differences to make us stronger
⇒ Recognizing that understanding our biases and working to embrace diversity is a lifelong journey
⇒ Believing a diverse educational community creates the most powerful and effective learning environment

Equity in Education
Requires that we, as a community, share responsibility for addressing the opportunity gaps that exist within our society and impact our students’ ability to reach their full potential. It demands:
⇒ Creating solutions that level the playing field while concurrently raising the bar across all schools
⇒ Providing each student appropriate resources he/she needs to achieve success
⇒ Providing safe school environments for all students in collaboration with surrounding communities

Inclusion in Education
Requires that our district choose to be a welcoming environment that reflects our whole community as we seek to positively support and advance the educational and developmental needs of our children. It demands:
⇒ Accepting, valuing, and learning from each other’s strengths and differences
⇒ Listening to all the voices in our community, looking for the talents each individual possesses, and celebrating the diversity of backgrounds, beliefs, and experiences in our community
⇒ Considering and embracing different points of view, teaching us to empathize with and understand perspectives and experiences unlike our own
Excellence in Education
Requires a collaborative effort among all educational stakeholders—students, families, educators, community members—to seek out, create, and broaden opportunities and experiences that help our children excel as citizens of the world. It demands:
⇒ Committing to high expectations and academic success for all students, and supporting our students in achieving their aspirations and highest potential
⇒ Understanding that the talent, expertise, and awareness of our staff members is critical to our children’s success
⇒ Believing in the power and value of transformative relationships and experiences both inside and outside the classroom
⇒ Appreciating and modeling lifelong learning

NOW, THEREFORE BE IT RESOLVED, That the Cincinnati Board of Education as part of the Cincinnati Public Schools community commits to using these working definitions to develop engaged citizens who are prepared for life.

BE IT FINALLY RESOLVED, The appropriate Board Committee(s) and Administration will hereby work with the greater school community to examine, review, develop/refine, and implement policies to comport with this resolution and the Strategic Goals previously enumerated by the Board.

Alexander P. Kuhns, President
Ericka Copeland-Dansby, Vice President
    Melanie Bates
    Eve Bolton
    Elisa Hoffman
    Daniel Minera
    Chris A. Nelms