

**William S. Hart Union High School District
DIVERSITY ACTION PLAN
(Mar. 27, 2006)**

GENERAL RECOMMENDATIONS

- 1. The District should seek to identify and uniformly utilize acceptable names and terminology regarding race, nationality, religion, economic status, gender and sexual orientation. The District should ensure that its “official” language on diversity issues is consistent with that used by experts in the field of human relations, especially regarding cultural awareness.**

| Action | Timeline | Person(s) Responsible | Resources Required | Assessment Method | Evidence of Progress |
|---|---|--|---------------------------|--|--|
| Official language in Board policies and Administrative regulations will be consistent with current legislative mandates | Board policies reviewed and revised, Jan. 06 | Diversity Coordinator Superintendent Board Members | Time investment | Examination of relevant documents Board review AdCo review | Revised policies that reflect appropriate names and terminology |
| Site administrators will ensure that acceptable names and terminology are used in school-generated documents | Ongoing, via staff development training, faculty meetings, effective, Fall 06 | Principals | Diversity Coordinator | Supervisory visits Stakeholders' survey Review of documents by Diversity Coordinator | School-generated documents, ie staff development materials, bulletins, announcements, etc. |

The Governing Board will receive bi-annual reports regarding progress in the implementation of the diversity recommendations. More frequent updates will be available to Board members through the Office of the Superintendent.

2. A District-wide survey should be conducted to determine attitudes of students, parents and staff and the extent to which cultural insensitivity exists on each campus.

| Action | Timeline | Person(s) Responsible | Resources Required | Assessment Method | Evidence of Progress |
|--|------------------------------|---|--|---|---|
| Conduct research to determine whether survey shall be developed by District personnel, devised by outside entity, or purchased “off the shelf” | Begin research in Fall 06 | Diversity Coordinator Education Services Committee | Financial investment Director, Assessments | Monitor progress toward selection of survey instrument | Selection of a survey instrument |
| Conduct survey to meet needs described in the recommendation | Administer survey: Winter 06 | Diversity Coordinator Director of Assessment Principals | Unknown, possible financial investment Site support personnel | Diversity Coordinator verifies that each site has conducted the survey and receives the results | Completed surveys, tabulated results which are used by site and district offices to determine attitudes of students, parents and staff regarding diversity issues |

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TRAINING RECOMMENDATIONS

1. To establish a District-wide “culture of respect” for diversity, the District should undertake to train, on an ongoing basis, all of its employees and also the members of the Governing Board. The purpose of the training is to create culturally proficient campuses and classrooms by establishing a common language and experience through which honest and earnest discourse may take place regarding diversity issues.

| Action | Timeline | Person(s) Responsible | Resources Required | Assessment Method | Evidence of Progress |
|---|---|--|--|--|--|
| District administrative staff will receive cultural proficiency training as part of diversity awareness and appreciation initiative | Ongoing, Initial sessions held in June and Aug. 05 Next cycle: Oct. 06 and April 07 | Diversity Coordinator Director of Staff Development | LACOE trainers District trainers Other trainers, as selected | Feedback from training participants | Sustained cycle of training beyond the initial series Materials used in the initial and succeeding training sessions Continued feedback from training participants Stakeholders’ survey |
| Site administration will introduce staff to concepts of cultural proficiency as part of diversity awareness and appreciation initiative | Initial staff development held in Aug. 05 | Principals | Diversity Coordinator As determined by the site | Receipt and review of staff development materials by the Diversity Coordinator | Agendas, bulletins, materials distributed to staff Staff feedback |

| Action | Timeline | Person(s) Responsible | Resources Required | Assessment Method | Evidence of Progress |
|---|--|--|--|--|--|
| Site administration will ensure that diversity themes remain a regular focus at site-based meetings, including department, and site council | Ongoing, as regular component of faculty meetings and staff development, with greater emphasis effective Fall 06 | Principals | Diversity Coordinator As determined by the site | Receipt and review of meeting-related materials by the Diversity Coordinator Staff participation and feedback following faculty meetings and staff development days Principal progress reports at AdCo | Agendas, bulletins, materials used in the meetings |
| Cultural proficiency training will be conducted for classified staff | Ongoing, initial training completed Aug. 05 Next cycle: Oct. 06 and April 07 | Diversity Coordinator Director, Staff Development | LACOE trainers District trainers Other trainers, as selected | Participants' feedback Observation and evaluation by the Diversity Coordinator | Training materials Workshop evaluations |

| Action | Timeline | Person(s) Responsible | Resources Required | Assessment Method | Evidence of Progress |
|---|--|--|--|---|--|
| Cultural proficiency Training will be conducted for certificated staff | Ongoing, initial training completed Sept. 05 Next cycle: Oct. 06 and April 07 | Diversity Coordinator Director, Staff Development | LACOE trainers District trainers Other trainers, as selected | Participants' feedback Observation and evaluation by the Diversity Coordinator | Training materials Workshop evaluations |
| Governing Board members will participate in cultural proficiency training, either with administrative staff, or as a team | Fall 06 | Diversity Coordinator Director, Staff Development | LACOE trainers District trainers Superintendent | Participants' feedback | Training Materials Workshop evaluations |

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2. Persons newly hired by the District should complete a diversity awareness and appreciation program, or should show evidence of the recent completion of such a program.

| Action | Timeline | Person(s) Responsible | Resources Required | Assessment Method | Evidence of Progress |
|---|---|---|---------------------------|---|--|
| PAR Center will develop diversity-themed instruction/in-service components for new teachers | In place and ongoing, reviewed in Jan. 06 | PAR Director and staff Diversity Coordinator | Teacher release time | Regular evaluation and revision by the PAR instruction staff Regular observation and evaluation of new teachers by PAR staff | PAR Center - developed teacher preparation materials |

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3. All personnel should become familiar with Board policies on discrimination and hate motivated behavior, and the provisions of the California Student Safety and Violence Prevention Act of 2000 (AB 537).

| Action | Timeline | Person(s) Responsible | Resources Required | Assessment Method | Evidence of Progress |
|---|--|------------------------------|---------------------------|--|--|
| Site Administrators will receive inservice regarding provisions and requirements of AB 537 | Inservice conducted in Oct. 05 Administrative review will occur in Fall of each school year | Diversity Coordinator | N/A | Discussion and feedback with site administrators following inservice | Meeting agenda Site-generated policies that reflect compliance with AB 537 provisions |
| Site administrators will ensure that staff is aware of provisions of AB 537, and of policies related to hate motivated acts | Ongoing, with greater emphasis effective Fall 06, Review with staff each Fall and Spring | Principals | Diversity Coordinator | Receipt of agendas and other materials by Diversity Coordinator | Site-generated policies and other documents that reflect compliance with AB 537 provisions and with District protocols regarding hate motivated acts |
| District policies will be reviewed and revised to include mandated language of AB 537 | Task completed Jan. 06 | Diversity Coordinator | N/A | N/A | Revised policies that reflect mandated language of AB 537 |

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POLICY AND PROCEDURES RECOMMENDATIONS

1. Ensure that the language of policies and procedures created at the District and individual site level specifically reflect the inclusion of ALL students and staff, as represented in phrases such as “regardless of race, nationality, religion, economic status, gender or sexual orientation .”

| Action | Timeline | Person(s) Responsible | Resources Required | Assessment Method | Evidence of Progress |
|---|--|-----------------------|---|--|---|
| Board policies will be reviewed and revised to reflect “inclusive” language | Board policies were reviewed and revised, Jan 06 | Diversity Coordinator | N/A | Board review Education Services review AdCo review | Revised Board policies that reflect “inclusive” language |
| Relevant District policies will be reviewed and revised to reflect “inclusive” language | Process to begin, Spring 06 | Diversity Coordinator | Director, Classified Personnel Asst. Supt, Personnel | Education Services review AdCo review | Revised district policies that reflect “inclusive” language |
| Site policies will be reviewed and revised to reflect “inclusive” language | Process to begin, Spring 06 | Diversity Coordinator | Diversity Liaisons Principals | Education Services review | Revised site policies that reflect “inclusive” language |

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2. Ensure that District and site level policies and procedures are implemented and enforced uniformly and consistently throughout the district.

| Action | Timeline | Person(s) Responsible | Resources Required | Assessment Method | Evidence of Progress |
|--|----------------------------|--|--|---|--|
| Site policies and procedures will be gathered and reviewed to establish “base” from which consistent language and processes can be established | Process to begin Spring 06 | Diversity Coordinator “stakeholders” task force of administrators, teachers, parents and students | Principals Diversity Liaisons Director, Student Services | AdCo review Education Services review Principals’ Cabinet review Site Council Review | Creation of a document containing the essential and common elements of each site’s relevant policies and procedures, for use in developing guidelines that are consistent across all sites Stakeholders’ survey |

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3. Ensure that all District and site level policies and procedures which contain information of practical relevance to parents are conveyed to them in a timely, clearly articulated manner, and that all such policies and procedures be printed in Spanish as well as English. District and/or site personnel shall ensure that translations into other languages shall be made available to meet the needs of those school populations which speak languages other than English or Spanish.

| Action | Timeline | Person(s) Responsible | Resources Required | Assessment Method | Evidence of Progress |
|--|-------------------------------|-------------------------------------|--|---|---|
| Gather and review relevant District documents and forms which need to be translated into Spanish | Process to begin in Spring 06 | Diversity Coordinator | Education Services Committee Director, Student Services | Education Services review to ensure that all relevant documents have been collected Supt. Cabinet review to ensure that all relevant documents have been collected | List of documents and forms verified as complete |
| Research and select provider of translation services | Begin process in Spring 06 | Diversity Coordinator | Education Services Committee | Feedback from Education Services Committee | Spanish language translation provider selected |
| Sites review and select documents for translation into Spanish; submit according to process established Coordinator | Begin process in Fall 06 | Principal Diversity Liaisons | Diversity Coordinator Education Services Committee | AdCo review of process Education Services review of process | Efficient translation of relevant site documents and establishment of process for securing future translations in a timely manner |

| Action | Timeline | Person(s) Responsible | Resources Required | Assessment Method | Evidence of Progress |
|---|--------------------------|-----------------------|--------------------|--------------------------|---|
| Research and determine process for translation of District and site documents into languages other than Spanish | Begin process in Fall 06 | Diversity Coordinator | Principals | Feedback from Principals | Selection and implementation of translation provider for languages other than Spanish |

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4. Every District site should have in place a policy, procedure and form which specifically outlines the manner in which any District employee may report an incident or issue of “cultural insensitivity”. While formalized complaint procedures already exist for reporting sexual harassment, a procedure to report issues of diversity should be put in place as well. (See Student Support Recommendation #2 for a related notation.)

| Action | Timeline | Person(s) Responsible | Resources Required | Assessment Method | Evidence of Progress |
|---|---------------------------------|-----------------------|---|--|--|
| Develop a form for employees to use in reporting an incident or issue of “cultural insensitivity” | Draft of form completed Jan. 06 | Diversity Coordinator | Asst. Supt, Personnel Director of Classified Personnel | AdCo review Education Services review HDTA review CSEA review | Adoption of form for employees to use in reporting incidents or issues of “cultural insensitivity” |

| Action | Timeline | Person(s) Responsible | Resources Required | Assessment Method | Evidence of Progress |
|---|-------------------------------------|-----------------------|---|--|---|
| Develop and institute a policy and procedure for employees to use to report incidents or issues of “cultural insensitivity” | Begin policy development in Fall 06 | Diversity Coordinator | Asst. Supt. Personnel Director of Classified Personnel | AdCo review Education Services review HDTA review CSEA review | Implementation of processes by which employees may report incidents of “cultural insensitivity” |

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STUDENT SUPPORT RECOMMENDATIONS

1. A counselor at each school site should be designated to focus significant amounts of his or her time to issues of diversity. This would include not only personal, individual support to students, but also active participation in planning schoolwide programs and activities that promote diversity appreciation on campus. Ideally, this “diversity counselor” would be a site liaison with a District “Diversity Coordinator”, working together to advance the District’s diversity awareness/appreciation agenda.

| Action | Timeline | Person(s) Responsible | Resources Required | Assessment Method | Evidence of Progress |
|---|--|-----------------------|-----------------------|---|--|
| One counselor from each school shall be selected as that site’s Diversity Counselor | Representatives from each site were selected by Jan 06 | Principals | Diversity Coordinator | Receipt of information by Diversity Coordinator | Each school named a counselor or teacher to serve as the Diversity Counselor |

| Action | Timeline | Person(s) Responsible | Resources Required | Assessment Method | Evidence of Progress |
|--|-----------------------------------|-----------------------|--|---|--|
| An organizational meeting shall be held with selected Diversity Counselors, to establish position parameters | Meeting was held in Feb. 06 | Diversity Coordinator | Counselors and teachers selected by principals HDTA representatives | N/A | Position parameters redefined to include participation by teachers; title of position changed to "Diversity Liaison" Meeting agenda |
| Tasks/projects will be communicated to Diversity Liaisons | Initial tasks assigned in Feb. 06 | Diversity Coordinator | Diversity Liaisons Principals | Feedback from Diversity Liaisons and principals | Completion of tasks and projects |

The Governing Board will receive bi-annual reports regarding progress in the implementation of the diversity recommendations. More frequent updates will be available to Board members through the Office of the Superintendent.

2. School policies and regulations regarding expected student behaviors must be clearly articulated to students and parents in simple, straightforward language. The District should ensure that every school’s policies and procedures meet uniform standards— standards that are consistent throughout the District. Consequences should be consistent in application across all District sites.

| Action | Timeline | Person(s) Responsible | Resources Required | Assessment Method | Evidence of Progress |
|---|---|------------------------------|--|--|--|
| Site policies and procedures will be gathered and reviewed to establish “base” from which consistent standards can be established | Process to begin Spring 06 | Diversity Coordinator | Principals Diversity Liaisons Director, Student Services Education Services committee | AdCo review Education Services review | Creation of a document detailing common and essential elements of existing school policies and procedures regarding student behaviors |
| District guidelines will be developed for use in creating school behavior policies and procedures | New guidelines to be created by Fall 06 | Diversity Coordinator | Principals Diversity Liaisons Director, Student Services Education Services Committee | AdCo review Education Services review | District guidelines for schools to use in revising their student behavior policies and procedures to reflect consistent standards across all sites |

| Action | Timeline | Person(s) Responsible | Resources Required | Assessment Method | Evidence of Progress |
|--|---|-----------------------|---|---|--|
| Schools will develop student behavior policies and procedures that are consistent with standards established in District guidelines | Revised school guidelines ready for review by Winter 06 | Diversity Coordinator | Principals Diversity Liaisons Director, Student Services | Review of drafted school policies by Diversity Coordinator and Director of Student Services | Revised and adopted school student behavior policies and procedures which reflect standards in model District guidelines |
| Schools regularly and routinely articulate new student behavior policies and procedures to students, parents and staff prior to and following implementation | Notification processes to begin in Spring 07 | Principals | Diversity Coordinator Diversity Liaisons School site organizations and committees | Feedback from site-based personnel Review of notification process and materials | Agendas, bulletins, newsletters, student newspapers, PA announcements Stakeholders' survey |

| Action | Timeline | Person(s) Responsible | Resources Required | Assessment Method | Evidence of Progress |
|--|--|------------------------------|---|---|--|
| Schools implement revised student behavior policies and procedures | Revised policies and procedures to be implemented by Fall 07 | Principals | Diversity Liaisons School site organizations and committees Diversity Coordinator Director, Student Services | Reports from principals Student incident reports | School policies and procedures that reflect standards established in District guidelines |

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3. Every District site needs to have in place a policy, procedure and form – available in every classroom and relevant office, for students to use to report issues of “cultural insensitivity”. The principal of each school site should be responsible for gathering incident/issue report forms on a timely basis and for directing the actions taken in response to the reports. The form used should be identical at every school site, except for language and/or graphics identifying the school.

| Action | Timeline | Person(s) Responsible | Resources Required | Assessment Method | Evidence of Progress |
|--|-------------------------------------|------------------------------|--|--|---|
| Develop a form for students to use in reporting an incident or issue of “cultural insensitivity” | Draft of form completed Jan. 06 | Diversity Coordinator | Principals Diversity Liaisons Director, Student Services | AdCo review Education Services review | Adoption of form for student use in reporting incidents or issues of “cultural insensitivity” |
| Develop a policy and procedure for students to use to report incidents or issues of “cultural insensitivity” | Begin policy development in Fall 06 | Diversity Coordinator | Principals Diversity Liaisons Director, Student Services | AdCo review Education Services review | District and site documents detailing processes by which students may report incidents of “cultural insensitivity” using the adopted form |

| Action | Timeline | Person(s) Responsible | Resources Required | Assessment Method | Evidence of Progress |
|---|--------------------------------|-----------------------|---|---|---|
| Implement policy and procedure for use of the adopted form for reporting incidents and issues of “cultural insensitivity” | Intended start date: Spring 07 | Principals | Diversity Coordinator Diversity Liaisons Director, Student Services | AdCo feedback Student and staff feedback | Finalized policy and procedures for use of the adopted form are regularly communicated to students, staff and parents – extensive notification period precedes implementation |

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4. An intervention program should be established as a support system for changing behavior of students who violate District rules regarding diversity.

| Action | Timeline | Person(s) Responsible | Resources Required | Assessment Method | Evidence of Progress |
|--|--------------------------|-----------------------|--|--|---|
| Research, develop and draft guidelines for various models of “diversity intervention” programs | Begin process, Winter 06 | Diversity Coordinator | Principals Director, Student Services Diversity Liaisons Education Services Committee | AdCo review Education Services review | Draft document detailing guidelines for various models of “diversity intervention” programs |

| Action | Timeline | Person(s) Responsible | Resources Required | Assessment Method | Evidence of Progress |
|--|-----------|-----------------------|---|--|---|
| Select and develop draft model of desired “diversity intervention” program | Winter 06 | Diversity Coordinator | Principals Director, Student Services Education Services Committee | AdCo review Site organizations and committees Review Education Services review | Draft model of the selected “diversity intervention” program |
| Implement selected “diversity intervention” model | Spring 07 | Principals | Diversity Coordinator Director, Student Services Intervention providers | AdCo feedback Staff, student and parent feedback Intervention provider input | “Diversity intervention” program is implemented, following substantial notification to staff, students, and parents |

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COMMUNITY INVOLVEMENT RECOMMENDATIONS

1. The District should enhance its media campaign to more regularly notify the community about its efforts to promote diversity awareness and appreciation. The community, and especially the parents of District students, should also receive timely information regarding the status of school efforts to address diversity issues, including statistical data related to incidents of “cultural insensitivity”.

| Action | Timeline | Person(s) Responsible | Resources Required | Assessment Method | Evidence of Progress |
|---|--|--|---|--|--|
| The District will notify the local press about diversity-themed activities in the schools and about progress in attaining cultural proficiency as an organization | Ongoing, as activities and events warrant, effective Aug. 05 | Diversity Coordinator District Public Relations Liaison | District Supervisory Personnel | AdCo feedback School site personnel feedback Student and parent feedback | Significant increase in diversity-related articles in the local press and media Stakeholders’ survey |
| The District will gather and release to the public its non-confidential data regarding reports of “cultural insensitivity” and other indicators of progress on the diversity initiative | Winter 06, depending on development of survey instrument | Diversity Coordinator | Director, Student Services Director of Assessment District Public Relations Liaison | Receipt of relevant data by District personnel | Document detailing non-confidential data regarding reports of “cultural insensitivity” Relevant newsletters, student newspapers and District or site-generated reports Any articles in the local press or media regarding such reported data |

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2. The District should establish stronger contacts with members of the business and civic communities to enlist resources such as funding, personnel, facilities and other resources in its efforts to bring about greater diversity awareness and appreciation. Tap expertise that already exists outside of the District, whether at the local, county, state or national level.

| Action | Timeline | Person(s) Responsible | Resources Required | Assessment Method | Evidence of Progress |
|---|-----------------|---|--|--|---|
| District personnel will establish a meeting schedule with City officials for the purpose of establishing common goals and an enhanced coordination regarding the diversity initiative | Fall 06 | Superintendent Diversity Coordinator | Selected District personnel, including District PR Liaison | Meeting progress reports Participants' feedback | Coordinated diversity-related activities and events |
| District personnel will seek out business leaders for assistance in advancing the District's diversity initiative | Fall 06 | Superintendent Diversity Coordinator | Selected District personnel, including District PR Liaison | Meeting progress reports Participants' feedback | Business cooperation and assistance manifested in diversity activities and events |

| Action | Timeline | Person(s) Responsible | Resources Required | Assessment Method | Evidence of Progress |
|--|-----------------|------------------------------|--|--------------------------|--|
| Continuous, ongoing efforts will be made to contact individuals and organizations from outside the immediate region who may be able to assist in advancing the District's diversity initiative | Ongoing | Diversity Coordinator | District and Site personnel as requested | Participants' feedback | Activities and events realized through support or input from local and non-local sources |

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PERSONNEL RECOMMENDATIONS

1. The District should hire or designate a “Diversity Coordinator” to oversee implementation of the District’s diversity awareness effort. There should be one person whose dedicated assignment is to develop procedures, programs and policies that will advance the District’s diversity program. This person would also give entities outside of the District a point of contact with whom to work on areas of diversity.

| Action | Timeline | Person(s) Responsible | Resources Required | Assessment Method | Evidence of Progress |
|--|--------------------------|-----------------------|---|--|--|
| The Superintendent will make the recommendation that an Interim Diversity Coordinator position be created to oversee implementation of the Diversity Recommendations | Process began in Aug. 05 | Superintendent | Board Members District Supervisory personnel | N/A | Interim Diversity Coordinator position created |
| Interim Diversity Coordinator position will be posted and filled | Position posted: Aug. 05 | Superintendent | District Supervisory personnel | Applications accepted and interviews conducted | Candidate selected and position filled |

| Action | Timeline | Person(s) Responsible | Resources Required | Assessment Method | Evidence of Progress |
|--|--|-----------------------|---|--|--|
| The Interim Diversity Coordinator shall implement the Ad Hoc Committee Recommendations, and shall develop programs, policies and procedures that support and advance the District's diversity agenda | Ongoing, since Aug. 05 | Diversity Coordinator | Superintendent Asst. Superintendent, Education Services District and site-based personnel | Regular reports to Superintendent Regular reports to various District committees | Programs, policies, procedures, events and activities that support and advance the District's diversity agenda Stakeholders' survey |
| Evaluate performance of Interim Diversity Coordinator; consider any continuing need for the position; consider transitioning position from "interim" status | Initial evaluation period: Aug 05 through Jan 05 | Superintendent | Board Members | Feedback from Asst. Superintendents and Board members Supt's evaluation of Interim Diversity Coordinator's job performance Assess continuing need for the Diversity Coordinator position | Change in status for Diversity Coordinator position from "interim" to "permanent" |

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2. The District should allocate funds as necessary to help implement diversity-related activities. This would include funding for staff development, fees for the services of speakers, trainers, presenters and staff, and for ongoing programs designed to help sites achieve greater diversity awareness and appreciation.

| Action | Timeline | Person(s) Responsible | Resources Required | Assessment Method | Evidence of Progress |
|--|-----------------------------------|------------------------------|--|--|---|
| The Diversity Coordinator will prepare and submit a proposed budget for consideration by the Superintendent and Asst. Superintendents | May, 06 | Diversity Coordinator | Asst. Superintendent, Education Services | Review and revision of proposed budget | Budget for 2006-07 school year |
| The Diversity Coordinator will pursue other means of securing funding for diversity-related activities, including grants and through business and civic contacts | Ongoing, with emphasis in Fall 06 | Diversity Coordinator | Asst. Superintendent, Education Services | Reports to Superintendent and Asst. Superintendent, Education Services | Successful securing of funding and materials allocations from business and civic entities |

3. The District should make a much stronger effort to contact, recruit and hire personnel who will more accurately reflect the demographic makeup of the student population. This enhanced effort needs to include hiring at all levels of employment, including classified, certificated teaching, certificated administration, and District management.

| Action | Timeline | Person(s) Responsible | Resources Required | Assessment Method | Evidence of Progress |
|---|----------|---|--|--|---|
| District personnel will investigate and develop strategies for attracting, hiring and retaining a greater number of classified and certificated personnel to more accurately reflect the demographics of the student population | Fall 06 | Asst. Superintendent, Personnel Director, Classified Personnel | Director, Teacher Induction/Retention Diversity Coordinator | Meeting minutes and reports Committee member reports and feedback | Flyers, bulletins, announcements, etc. that reflect District's earnest attempt to greater diversify the organization's workforce Data, records and reports indicate a work force which more accurately reflects the demographics of the student population |
| District personnel will meet with teachers from underrepresented groups, to devise strategies for attracting, hiring and retaining staff from underrepresented groups | Fall 06 | Diversity Coordinator Asst. Superintendent, Personnel | Asst. Superintendent, Personnel Director, Classified Personnel Director, Human Resources | Meeting minutes and reports Committee member reports and feedback | Presence of documents, data and notes detailing strategies developed by the participants |

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4. A cadre of staff trainers should be developed to perpetuate diversity staff development within the District (train the trainers).

| Action | Timeline | Person(s) Responsible | Resources Required | Assessment Method | Evidence of Progress |
|---|--|--|---|---|---|
| Professional training module will be designed to prepare the District to train its own personnel to perform diversity training activities | Planning in Spring 06, with training to begin in Fall 06 | Diversity Coordinator Director of Staff Development | District trainers PAR Center personnel | Planning materials Meeting notes Participants' feedback | Training agendas and materials |
| District trainers will provide continuing cycle of diversity workshops for staff | Winter 06 | Diversity Coordinator Director of Staff Development | District trainers PAR Center personnel | Planning materials Meeting notes | Workshop agendas and materials Participants' feedback Site administrators' feedback |

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CURRICULUM AND INSTRUCTION RECOMMENDATIONS

1. Curriculum and instructional strategies should be developed which stimulate the cultural proficiency of students and address the learning achievement gap for minority and socioeconomically diverse students.

| Action | Timeline | Person(s) Responsible | Resources Required | Assessment Method | Evidence of Progress |
|---|-----------------------------------|--------------------------------------|--|---|--|
| Site personnel will utilize staff develop and committee meeting opportunities to gain a greater understanding of the academic achievement gap | Ongoing, with emphasis in Fall 06 | Principals Director of Curriculum | Director of Staff Development Diversity Coordinator District trainers Site organizations and committees | Meeting notes Participants' feedback | Staff development materials Committee meeting materials |

| Action | Timeline | Person(s) Responsible | Resources Required | Assessment Method | Evidence of Progress |
|---|-----------------|------------------------------|--|--|---|
| Site personnel will develop curriculum and instructional strategies that address the academic achievement gap | Fall 06 | Principals | Director of Curriculum Asst. Superintendent, Education Services Diversity Coordinator Curriculum Council Site committees, including dept. chairs | Observations and evaluations by Supervisory personnel Receipt of materials by the Diversity Coordinator | Data, reports, results and statistics that reflect a closing of the academic achievement gap Curriculum and instruction materials that reflect strategies to address the achievement gap |

| Action | Timeline | Person(s) Responsible | Resources Required | Assessment Method | Evidence of Progress |
|---|-----------------|------------------------------|---|---|--|
| Site personnel will research, develop and utilize curriculum and instructional strategies that stimulate student cultural proficiency | Fall 06 | Principals | Diversity Coordinator Director of Staff Development Director of Curriculum Site committees, including dept. chairs | Receipt of materials by the Diversity Coordinator | Curriculum and instructional materials that which stimulate greater cultural proficiency by students |

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2. Multicultural education should be integrated into the curriculum to enhance the appreciation and respect for all cultures.

| Action | Timeline | Person(s) Responsible | Resources Required | Assessment Method | Evidence of Progress |
|---|----------|-----------------------|---|--|--|
| Site personnel will development lessons and activities which place the contributions and experiences of underrepresented peoples within the mainstream of instruction, rather than as “add-on” or ancillary figures | Fall 06 | Principals | Diversity Coordinator Dept. chairs Director of Curriculum | Receipt of Instructional materials by Diversity Coordinator Meeting notes Participants’ feedback | Lessons and activities that reflect an appreciation of the contributions and experiences of underrepresented populations, and places them within the mainstream of instruction, rather than as “add-on” or ancillary figures |
| Schoolwide activities will be planned and scheduled which reflect a school culture that values the contributions and experiences of people from underrepresented populations | Fall 06 | Principals | Diversity Coordinator Site organizations and committees, including ASB Directors and dept. chairs | Receipt of materials by the Diversity Coordinator Feedback from students and staff | Agendas, bulletins, PA announcements, newsletters, student newsletters that reflect a school culture that values the contributions and experiences of people from underrepresented populations Stakeholders’ survey |

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