



Diversity and Multicultural Inclusion Plan

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Overview

Richland School District Two has a long history of diversity and inclusion. In August 2015, the district hired its first Chief of Diversity and Multicultural Inclusion (DMI), a position at the Cabinet Level that reports directly to the Superintendent. The DMI Chief is responsible for recommending, developing, implementing and managing programs and initiatives aimed at advancing diversity and multicultural inclusion. The DMI chief serves as an advisor to the Superintendent in the development and implementation of diversity and multicultural practices and initiatives and is the district's chief spokesperson and district representative for diversity and multicultural matters.

The first district Diversity and Multicultural (DMI) Plan was developed in October 2016. That plan set out goals and strategies for the district in the areas of Instruction; Communication and Partnerships; Recruitment and Retention; Business; and Climate. Building on the work from the 2016 plan and the district's current strategic plan, the primary purpose for this plan is to outline goals and strategies that will help Richland Two be the Premier school district - a learning and working environment where all partners are committed to creating, sustaining and investing in a culture and environment of excellence and where all are afforded the opportunity to maximize their gifts and talents as they pursue their pathways to purpose.



Richland School District Two Strategic Plan Graphic



Using Richland Two's Core Values of Learning, Character, Community and Joy and its Principle Practices of Innovation, Data, Diversity and Inclusion, Partnerships and Communication, this DMI plan seeks to guide the district's work to create a Premier Culture and Environment, Premier Talent and Premier Achievement for our students, staff and community partners.

In August 2019, the Richland Two Board of Trustees adopted Policy ACA, Equity. The policy reads as follows:

Policy ACA
EQUITY

The board is committed to the success of every student and to the district's mission and vision. Equity of opportunity and equity of access to programs, services and resources are critical to the success of every student and to the district's mission and vision.

Equity is not synonymous with equality. Equality means every student receives the same opportunities and supports, while equity means every student receives the opportunities and supports he/she needs to maximize his/her gifts and talents and pursue pathways to purpose.

Inequities lead to outcomes that do not accurately reflect students' abilities and potential. Furthermore, inequities limit future success and prevent individuals from leading and excelling in their chosen pathway.

The board is, therefore, committed to ensuring students' identities do not predict nor predetermine their level of success in school. Likewise, the board is committed to ensuring students receive a premier educational experience.

The goals and strategies outlined herein seek to promote an equitable educational experience for all students.



Goals in the DMI plan are divided into the following categories:

- Teaching and Learning
- Human Resources
- Communication and Partnerships
- Finance and Operations

However, underlying each goal is the understanding that all of the district's offices, divisions, departments, schools and sites must work together toward Premier culture and environment, talent and achievement.



Teaching and Learning

Goal 1 - Full implementation of AVID district wide to decrease and eventually eliminate the opportunity gap of Richland Two students.

Goal 2 - To provide multiple opportunities for diversity and inclusion professional development to all district staff, including how to equitably address the needs of all students.

Strategy 2.1 - Include diversity and inclusion professional development at all district wide professional opportunities throughout the year.

Strategy 2.2 - Provide notice of opportunities for professional development in diversity and inclusion by providers other than Richland Two.

Strategy 2.3 - Provide diversity and inclusion professional development via webinars and YouTube videos.

Strategy 2.4 - Include diversity and inclusion professional development in Back to School In Service training.

Strategy 2.5 - Include diversity and inclusion professional development in New to Two In Service training.

Strategy 2.6 - Incorporate diversity and inclusion professional development in Key Leaders meetings; administrators meetings; school faculty and staff meetings; and department meetings.

Strategy 2.7 - Provide diversity and inclusion tool kits for schools, sites and departments to use to assist with conducting diversity and inclusion training and development for staff, students, parents and the community.



Goal 3 - To increase the use of culturally relevant strategies in all phases of teaching and learning.

Strategy 3.1 - Incorporate the AVID culturally relevant teaching strategies.

Strategy 3.2 - Provide professional development to all administrative and teaching staff regarding the use of culturally relevant teaching strategies.

Strategy 3.3 - Provide structured and in-depth culturally relevant teaching pedagogy training opportunities as professional development for staff.

Strategy 3.4 - Incorporate the use of culturally relevant teaching strategies as a measure of teaching performance on teacher observations and evaluations.

Strategy 3.5 - Promote the maintenance of high expectations for achievement for all students.

Strategy 3.6 - Promote classroom, school and district wide environments that support multicultural experiences.

Strategy 3.7 - Enhance the use of culturally relevant materials in the Fine Arts across the district.

Goal 4 - To help students understand diversity and inclusion and how to use diversity and inclusion as a strength.

Strategy 4.1 - Incorporate the principles of diversity and inclusion in all levels of character education in the district.

Strategy 4.2 - Develop, promote and teach, in each high school each school year, a multicultural education course.

Strategy 4.3 - Promote the discussion of diversity and inclusion as a part of the activities of student councils, clubs and organizations, athletic teams and fine arts groups.

Strategy 4.4 - Provide diverse and inclusive resources in each school media center.



Strategy 4.5 - Provide district level events for students to enhance student's learning and understanding of diversity and inclusion.

Goal 5 - To increase the number of underrepresented students in academically advanced programs and courses.

Strategy 5.1 - Use school data to determine where categories of students are underrepresented.

Strategy 5.2 - Based on school data, develop and use support programs aimed at increasing the number of underrepresented students in academically advanced programs and courses.

Strategy 5.3 - School counselors, course advisors and teachers will encourage students to enroll in higher level academic programs and courses and will work with students' schedules to provide for placement in such courses.

Strategy 5.4 - Use AVID strategies to increase the number of students who are prepared to participate in academically advanced programs and courses.

Goal 6 - To decrease the number of students who are disproportionately suspended or expelled from school.

Strategy 6.1 - Adoption and use of the Richland Two Philosophy of Discipline by all personnel.

Strategy 6.2 - Use by all personnel of the Richland Two Discipline Matrix to address student behavior.

Strategy 6.3 - Cultural relevance will be considered when providing interventions and/or responses to student behavior.

Strategy 6.4 - Provide wrap around social and emotional services to students, parents and families, as appropriate, to help address student behavior.

Strategy 6.5 - Provide opportunities for parents and families to become familiar with the Richland Two Philosophy of Discipline and the Richland Two Discipline Matrix and and seek support from parents and families of the Philosophy and Matrix.



Strategy 6.6 - Each school, center or site will review its data to determine what categories of students, if any, are disproportionately suspended or expelled from school. Based on the data, each school, center or site will develop professional training for staff members on ways to decrease the disproportionality.

Strategy 6.7 - Continue to support character education programs and initiatives in our schools to help provide students with the tools they need to prevent significant disciplinary incidents.

Goal 7 - Using data, determine if there is disproportionality in the assignment of students to special education services.

Strategy 7.1 - Schools, in collaboration with Instructional Support Services, will review data on the students recommended for special education services to determine if there is overrepresentation of any race, gender or socioeconomic status in the recommendations of students for special education services.

Strategy 7.2 - If overrepresentation is found, personnel will determine the cause of the overrepresentation and provide professional development to address the causes of overrepresentation.

Goal 8 - The district will provide social and emotional support to district students to increase all students' ability to learn and grow.

Strategy 8.1 - When financially feasible, the district will increase the number of staff who support the emotional and social health of students.

Strategy 8.2 - The district will employ a universal screening device to identify students who need help with social and/or emotional needs.



Goal 9 - The district will solicit, train and assign 1000 mentors to students so that those students will have an additional caring adult who will help to encourage and motivate them to find their pathways to purpose and who will encourage and motivate them to persist through high school graduation.

Goal 10 - The district will inculcate the equity policy that makes clear the desire of the district for each student to receive equitable resources to help every student maximize gifts and talents as they pursue their pathways to purpose.

Strategy 10.1 - District and school level administration will make all staff aware of the Equity Policy and will provide professional development as needed to help all staff evaluate actions through an equity lens.

Strategy 10.2 - All district staff will be encouraged to develop and share innovative ways to address equity challenges.

Goal 11 - The district will continue to use technology to provide for the equitable needs of our students.

Strategy 11.1 - The district will make available internet access for the homes of all students who have a district issued computing device.

Strategy 11.2 - The district will encourage all staff to use R2Innovates to collaborate and build out ideas and strategies for the equitable education of our students.



Human Resources

Goal 1 - The district will increase the number of underrepresented teachers on staff.

Strategy 1.1 - Expand current recruitment efforts of underrepresented teachers through the use of college and university visits and job/career fairs at schools with large numbers of teacher education students of color.

Strategy 1.2 - Encourage all district staff to serve as unofficial recruiters by speaking highly of the district and offering to introduce potential teachers of color to the district.

Strategy 1.3 - Encourage district non-certified staff who have an interest in teaching to pursue teacher certification and provide information and resources to help them become certified teachers.

Strategy 1.4 - Strengthen relationships with colleges and universities for placement of students in Richland Two for field experiences.

Strategy 1.5 - Partner with colleges and universities to develop systems of support to help teacher education students pass all necessary tests and requirements for certification.

Strategy 1.6 - All district staff will work to recruit 100 male teachers of color to Richland Two over the next year.

Goal 2 - The district will retain diverse staff.

Strategy 2.1 - Provide systems of support such as mentoring, coaching and leadership and development opportunities for diverse staff.

Strategy 2.2 - Conduct yearly advancement and promotion meetings with diverse staff to assist with attainment of career goals.

Strategy 2.3 - Provide a mentor support group for male teachers of color.



Goal 3 - The teaching staff will be assigned to schools to ensure that each elementary student has at least one teacher of color before they leave elementary school.

Strategy 3.1 - Hire and assign teachers of color in each elementary school in sufficient numbers to allow each elementary student to have a teacher of color during elementary school.

Strategy 3.2 - Schedule and assign students so that they have at least one teacher of color during elementary school.

Goal 4 - All district staff will receive diversity and multicultural inclusion professional development at least once per year.

Strategy 4.1 - Provide professional development opportunities for all district staff throughout the year.

Goal 5 - The district will continue to develop programs and initiatives to encourage Richland Two students to pursue the teaching profession and to return to Richland Two for their teaching careers.

Strategy 5.1 - Conduct yearly classroom visits to Teacher Cadet Programs at each high school.

Strategy 5.2- Annually celebrate Future Educators' Signing Day for Richland Two Seniors pursuing education majors.

Goal 6 - The district will evaluate the climate and culture of each site to ensure an inclusive and equitable work environment for all staff.

Strategy 6.1 - Data from climate surveys will be evaluated to determine places and/or issues that need to improve so that a premier environment of inclusion and equity exist throughout the district.



Communications and Partnerships

Goal 1 - All communications from the district will be culturally relevant.

Strategy 1.1 - District communications will be designed so that the intended recipients can read and understand their content.

Strategy 1.2 - District communications will be made available with Spanish translation.

Strategy 1.3 - District communications will be made available in languages other than English and Spanish upon request.

Goal 2 - Each school site and district office will have an employee on site who is able to interpret and translate from Spanish to English.

Strategy 2.1 - As vacancies occur at school sites and district offices, preference will be given to qualified applicants who can interpret and translate from Spanish to English.

Strategy 2.2 - Current staff will be encouraged to learn Spanish to increase the number of staff persons who can effectively communicate with Spanish speaking students, parents and/or community members.

Goal 3 - The district will develop multiple streams of income beyond funding through the State of South Carolina to support diversity and multicultural inclusion programs and initiatives of the district.

Strategy 3.1 - The district will assign development officer responsibilities to a district employee who will spearhead efforts to develop partnerships that will provide financial resources for district diversity and multicultural inclusion programs and initiatives.



Goal 4 - The district will send press releases and highlights of the accomplishments of district students and staff to media outlets that market to communities of color.

Strategy 4.1 - Using the racial and ethnic identities of our students as a guide, the district will, in addition to the regular media outlets, submit information to media outlets that cater to people of color in our community.



Finance and Operations

Goal 1 - The district will increase the number of small businesses, businesses owned by women and businesses owned by people of color that provide supplies and services to Richland Two.

Strategy 1.1 - The district will seek out new and additional ways to advertise its need for supplies and services with a focus on attracting small businesses, businesses owned by women and businesses owned by people of color.

Strategy 1.2 - On a yearly basis, the district and each school site and department that makes purchases will keep a record of the number of small businesses, businesses owned by women and businesses owned by people of color that they purchase from or contract with.

Strategy 1.3 - The district will make available to all persons authorized to purchase goods or services a listing of small businesses, businesses owned by women and businesses owned by people of color who have registered to do business with the district.

Strategy 1.4 - The district will continue to seek out small businesses, businesses owned by women and businesses owned by people of color to use in connection with expenditures under the bond referendum.

Strategy 1.5 - The district will continue to require contractors hired by the district to use subcontractors who are small businesses, businesses owned by women and businesses owned by people of color.



Thank you for your support of the goals outlined in this plan. Together we will strive to be PREMIER.

For comments, questions or suggestions regarding this plan, please contact Dr. Helen Grant, the Chief Diversity and Multicultural Inclusion Officer at hgrant@richland2.org or by calling 803-738-3327.