

Section: Education Programs

Title: Diversity, Equity and Inclusion

SUPPORT FOR PROPOSED ESSA PRIORITIES

AASB's Goal 1 is to empower our boards to transform educational systems to increase the academic success of Alaska Native students and increase graduation rates of Alaska Native students who are grounded in their cultural identity with the ability to successfully pursue their goals. AASB supports school districts that aim to identify and address disparities among cohorts of students and identify district roles in erasing them. AASB acknowledges that the historic and persistent achievement gap between ethnic and socioeconomic subgroups of students is unacceptable, and also acknowledges the fact that responsibilities for disparities among young people rest with adults, and that districts must address and overcome inequities and institutional racism to provide all students with the support and opportunity to succeed.

Because authentic multicultural education is grounded in the lives of students; draws on the voices of those being studied; critically supports students' identities; critiques curriculum content; invites students to engage in real issues; and explores how social and economic institutions have contributed to inequality (Wayne Au, 2009); it provides a path for success for all students.

AASB supports racial and socioeconomic equity in education, narrowing the gaps between the lowest and highest performing students, and eliminating the racial and socioeconomic predictability and disproportionality of achievement. AASB also supports the proposed priorities for American History and Civics programs authorized by ESSA relating to culturally responsive teaching and learning including systemic racism.

RATIONALE

The State of Alaska Board of Education adopted the Alaska Standards for Culturally Responsive Schools in 1998. A firm grounding in the culture indigenous to a particular place is a fundamental prerequisite for the development of culturally-healthy students and communities associated with that place, and thus is an essential ingredient for identifying the appropriate qualities and practices associated with culturally responsive educators, curriculum and schools. (p2, ASCRS)

Proposed by Nome Public Schools Board of Education

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