



Diversity, Equity, and Inclusion Audit of Indiana Public Schools

A large, multi-story red brick building with a classical facade, featuring a central portico with columns and a pediment. The building is surrounded by greenery and trees. The image is darkened to serve as a background for the text.

Indiana Family Institute
July 2026

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July 2026

Foreword

From Ryan McCann

Executive Director of the Indiana Family Institute

We value true diversity, inclusion, and equality. Genuine diversity recognizes and respects individual differences, while working together on goals that unite us rather than singling out groups based on immutable characteristics like race and sex to divide us without assigning moral values or social statuses based on identity. Genuine inclusion welcomes people to participate in society rather than elevating certain groups above others. **Genuine equality means individuals are treated the same under the same circumstances, while equity frameworks ensure equal outcomes at the expense of others.**

Unfortunately, modern DEI practices undermine principles of true diversity, inclusion, and equality by emphasizing division, group identity, and unequal treatment in the name of equity and inclusion. Rather than fostering unity, DEI frameworks often encourage resentment, categorize individuals as oppressors or the oppressed, and shift focus away from merit, personal responsibility, and shared citizenship. These practices should not be passed on to the next generation of students through public education. Statewide education policies shape school culture for decades, making transparency, neutrality, and accountability critically important.

In 2025, Indiana lawmakers and Governor Braun took decisive action through legislation and executive order to end the use of Diversity, Equity, and Inclusion (DEI) frameworks. On January 14, 2025, Governor Braun **issued Executive Order 25-14, which eliminated DEI initiatives across Indiana’s state government.** The order directed agencies **to replace DEI with “Merit, Excellence, and Innovation” (MEI) as guiding principles and closed the Office of Chief Equity, Inclusion, and Opportunity** established under the previous administration. Additionally, Senate Enrolled Act (SEA) 289 was passed, **prohibiting schools and public institutions from requiring training or lessons that teach students that someone is inherently superior or inferior, morally defined, or collectively responsible for past actions based on their race, sex, religion, or other personal characteristics.**

At the federal level, Executive Orders 14151, 14173, and 14190 marked a significant shift in federal policy regarding DEI programs and identity-based preferences. The U.S. Department of Education subsequently directed state and local education agencies to certify compliance with Title VI and affirm that they were not engaging in unlawful race-based discrimination through DEI programs and practices. **The vast majority of Indiana school corporations and charter school networks submitted the requested [attestations](#).**

The passage of these laws suggests a clear expectation: **taxpayer-funded education must remain free from identity-based programming, ideological advocacy, and political indoctrination.** In this context, the Indiana Family Institute sponsored this independent audit of DEI policies and programs in Indiana public schools. The goal is not to assign blame, but to provide a clear, evidence-based picture of current practices. **This report examines public records, strategic plans, photographic documentation, and credible firsthand accounts of DEI-based practices in a sample of school districts.**

Although, as of November 15, 2025, the Indiana Department of Education (IDOE) reported that over 95% of Indiana’s public school corporations and charter school networks had submitted attestations, **this audit confirms that DEI practices remain deeply embedded in many Indiana schools.** Decades of institutional momentum cannot be reversed overnight. Cosmetic changes – such as altering job titles or removing keywords from websites – are deceptive and fail to fulfill the intentions of both the state and federal government. If the following steps are taken, we will make measurable strides to rid DEI from our K-12 systems:

- Require independent audits not controlled by school administration or the Department of Education and release those findings to the public;
- Increase parental engagement to act as oversight of the DEI practices in schools;
- Pass comprehensive laws that dismantle embedded DEI in schools at both the state and local level; and
- Initiate a comprehensive audit of the Indiana Department of Education’s recommended curricula and approved course offerings to identify and remove DEI content that remains embedded within the K–12 system.

This report is about accountability. Indiana set the intention that it wants DEI removed from its classrooms. But there is more our state and local school districts can do to root out DEI (as discussed below) and protect our students, respect parents, and preserve the integrity of our public education system.

Sincerely,



Ryan McCann
Executive Director
Indiana Family Institute

Executive Summary

This audit assesses the Diversity, Equity, and Inclusion (DEI) programming, staffing, training, and the promotion of gender ideology within K–12 education. A healthy educational system should promote diversity, inclusion, and equality in their proper sense. Diversity should mean recognizing individual differences without reducing people to identity categories or assigning value based on race, sex, or other traits. Inclusion should encourage full participation by all students rather than granting preference or elevated status to particular groups. Equality requires that individuals be treated equally under the same standards and circumstances, instead of equalized outcomes through differential treatment based on identity.

In practice, DEI initiatives and policies seek to increase demographic representation, reshape systems to achieve equal outcomes among identity groups, and promote inclusion through special emphasis, support, or accommodations to individuals based on traits such as race, sex, gender identity, sexual orientation, or disability. These practices often result in differential treatment intended to advance those groups. This review relied primarily on publicly available materials, such as strategic plans, board policies, professional development resources, curriculum documents, and district websites. The audit was further supplemented by photographic evidence and verified testimony from educators and parents.

After recent laws and executive orders targeted DEI, Indiana schools purged DEI wording from district websites. Yet, the districts included in this study have continued their support of DEI practices.

Key Findings

- **DEI Frameworks** – Some districts have embedded DEI frameworks in hiring, training, curriculum, discipline policies, and strategic planning, despite recent state and federal policies aimed at certain DEI practices.
- **Title Changes Without Functional Change** – Several districts have renamed DEI positions but retained the same duties, effectively circumventing the intent of the recent policies.
- **Curriculum with DEI Content** – The Indiana Department of Education’s own course approvals include DEI-themed classes such as *Understanding Diversity and Relationships & Emotions*. These courses promote DEI frameworks and identity-based instruction within the classroom.
- **Gender Ideology Messaging** – LGBTQ+ signage, activist posters, and identity-based displays remain in classrooms and public spaces in multiple districts.
- **Equity-Based Grading & SEL Programs** – Equity-driven grading models, social-emotional learning (SEL) activities, and unposted DEI materials remain in use.

- **Contracted DEI Services** – Some districts maintain contracts with DEI or “antiracism” consulting firms, embedding identity-based governance models into strategic plans.

DEI practices remain deeply entrenched in many Indiana public schools, and current efforts to remove them are often superficial – focused more on rebranding than on eliminating DEI content, programs, or underlying frameworks. **Quietly deleting DEI language from websites may improve public perception, but it does not ensure that the policies, trainings, and practices themselves have been dismantled.** In many cases, these changes are largely cosmetic.

Meaningful reform will require sustained third-party audits, transparent reporting, and strong legislative enforcement mechanisms to verify that compliance is genuine rather than performative. Fully removing DEI from school systems will take time, consistent oversight, and continued diligence to ensure that these practices do not persist beneath new labels or organizational structures. Only through ongoing accountability can schools fully align with state and federal law and restore trust in the integrity of Indiana’s educational system.

Recommendations

This audit confirms that DEI ideology has become thoroughly woven into Indiana’s public school systems over many years. DEI concepts have influenced hiring, curriculum, discipline policies, teacher training, and even classroom displays. Given the extent of this institutional integration, removal will not occur overnight. It will require ongoing vigilance, structural oversight, and active participation from parents, educators, and state authorities.

To that end, the following recommendations are proposed:

1. Contract a Third-Party Consultant to Conduct Independent School Audits

Every Indiana public school district should undergo routine compliance and quality audits conducted by a neutral, third-party contractor – not by local school administration or the Indiana Department of Education. The purpose of audits is to look for evidence of compliance. The audits would serve as a professional accountability and improvement tool, consistent with public expectations for transparency in publicly funded institutions.

As part of these audits, the third party should conduct anonymous surveys of both teachers and parents. Anonymous surveys are essential due to the credible risk of retaliation faced by staff or parents who raise concerns internally. The purpose of these surveys is not to generate complaints, but to ensure that issues such as ideological bias, content violations, or fear of reprisal are surfaced constructively and professionally. The audit should comprehensively review these areas:

- Legal Compliance: Alignment with state and federal laws; FERPA; civil rights laws; and parental rights statutes
- Curriculum Review: Materials must be age-appropriate, ideologically neutral, and compliant with state and federal restrictions on topics
- DEI Roles and Training: Examination of DEI-related roles, stipends, or training
- Employment Practices: Hiring and promotion decisions must be based on merit and nondiscriminatory criteria
- Student Discipline: Review of discipline data to ensure fairness and legal compliance
- Parental Rights and Communication: Access to opt-out options for surveys, curriculum transparency, and responsive complaint channels
- Financial Compliance: Verification of how state and federal funds (e.g., Title I) are allocated and reported
- Counseling and Support Services: Ensure services are ideologically neutral and comply with parental notification laws

Findings of the audit should be made publicly available and presented in a format that allows for meaningful district-to-district comparisons, providing a foundation for both compliance enforcement and community engagement.

2. Increase Parental Engagement in DEI Oversight

Fully removing DEI from Indiana's schools will require more than legislative enforcement; it demands consistent parental involvement. Parents should regularly review their children's curriculum, assigned reading, and classroom materials, remain informed about school policies, and speak with their children about what is being taught. If parents become aware of or suspect DEI practices in their school, they should first use the district's formal complaint process to pursue a resolution and actively participate in school board meetings to ensure their concerns are heard. Parents may also report these concerns to the Indiana Attorney General using the [Eyes on Education portal](#), which allows parents and community members to submit documented concerns directly to the state.

These steps are necessary to ensure that DEI is not simply driven underground, renamed, or selectively enforced. With third-party audits, legal accountability, and parental involvement, Indiana can fully implement its DEI reforms and create a neutral, law-abiding educational environment.

3. Pass Comprehensive Laws that Dismantle DEI from Schools

The Indiana General Assembly has the authority to enact laws that restrict or eliminate DEI practices in K-12 schools. Lawmakers could establish clear statewide standards that prevent DEI frameworks from being implemented under new labels or embedded in training, curriculum, or policy. Strong statutory requirements paired with enforcement mechanisms and oversight would give districts unambiguous guidance and ensure that DEI practices are fully removed rather than merely rebranded. Below is a list of potential legislation the General Assembly could enact to eliminate DEI from Indiana's schools.

- **Prohibit “Divisive Concepts” Instruction**
Prohibit teaching or endorsing “divisive concepts” in K-12 instruction (not just in staff trainings).
- **Curriculum Standards Review**
Require the State Board of Education to audit and revise academic standards to ensure DEI-based, gender ideology, or divisive concepts are not embedded in civics, history, health, or other subjects.
- **Curriculum Transparency**
Mandate districts to post online all instructional materials, reading lists, and teacher training modules related to diversity, equity, bias, culturally responsive teaching, and gender identity instruction.
- **Prohibit All DEI Training**
Prohibit schools from requiring staff or students to participate in implicit bias, privilege awareness, antiracism, or gender identity/sexual orientation trainings.

- **Parental Notification & Opt-Out**
Require advance notice to parents when DEI-related or gender identity lessons, programs, or counseling services are offered, with a clear opt-out right.
- **Eliminate DEI Staff Roles**
Bar use of state or local funds for district “DEI coordinators,” “equity officers,” or staff positions under any name assigned to promote DEI or gender identity or sexual orientation programming.
- **Restrict DEI Consultants**
Prohibit contracting with outside vendors for DEI, implicit bias, or gender identity/sexual orientation trainings using public funds.
- **Compliance Certification**
Require superintendents and principals to certify annually that their schools do not teach or mandate DEI or gender ideology concepts.
- **Enforcement Mechanisms**
Authorize the Department of Education to audit districts, investigate parent complaints, and impose corrective actions or funding penalties for violations related to DEI or gender ideology.
- **Private Right of Action**
Allow parents to bring legal action if their child is subjected to DEI or gender identity instruction or training, with damages and injunctive relief available.
- **Limit Affinity Groups**
Restrict schools from creating or funding extracurriculars or affinity groups segregated by race or sex.
- **Restrict Gender-identity Advocacy Groups**
Prohibit schools from sponsoring or funding student groups or activities that promote gender identity ideology, encourage social transitioning of minors, or withhold information from parents regarding a student’s asserted gender identity or sexual orientation.
- **Protect Student Privacy & Boundaries**
Prohibit schools from facilitating social transition (name/pronoun changes, bathroom/locker room access) without parental consent and full disclosure.
- **Protect Privacy in Facilities**
Require that bathrooms, locker rooms, and changing areas in K-12 schools be designated for biological males or biological females only, ensuring privacy and safety.
- **Neutral Classroom Display Policy**
Prohibit the display of flags, posters, or symbols in classrooms that promote political, ideological, or identity-based movements (e.g., Pride flags, BLM posters, DEI slogans, MAGA). Clarify that instructional spaces should remain free of teacher-selected ideological advocacy materials, maintaining neutrality while allowing curriculum-based instruction.

- **No Compelled Speech or Affirmation**
Prohibit schools from requiring students or staff to affirm, pledge, or participate in practices related to DEI, gender ideology, or other ideological beliefs that conflict with their sincerely held religious or moral convictions.
- **Prohibit DEI in Required Reading**
Require that K-12 required classroom reading lists exclude materials that promote DEI ideology, gender identity concepts, or divisive frameworks.
- **Expand Indiana’s Library Book Challenge**
Expand Indiana’s library book challenge process to include classroom-required reading, allowing parents to request the removal of DEI or gender ideology content.
- **Classroom Library Oversight**
Prohibit teachers from stocking classroom libraries with books that advance DEI ideology or gender ideology without school board approval and parental transparency.
- **Restrict Third-Party Surveys**
Prohibit schools from administering surveys or evaluations created by third parties that ask students about race, gender identity, sexual orientation, religion, political beliefs, or other DEI/gender ideology topics without strict safeguards.
- **Transparency Posting**
Mandate that all survey instruments and related materials be posted online in advance for parental review.
- **Data Privacy Protections**
Prohibit schools and vendors from collecting or sharing personally identifiable student responses to DEI, gender, or belief-based surveys without explicit parental consent.
- **Reform Teacher Preparation Programs**
Require Indiana colleges of education to remove DEI and gender ideology mandates from state-approved teacher prep curricula as a condition of accreditation, ensuring new teachers are trained in pedagogy without ideological requirements.
- **Promote or Create Alternative Accreditation Programs**
Develop or recognize teacher certification and professional development programs that are free from DEI and gender ideology, and encourage school boards to adopt these alternatives as the preferred route for staff training and advancement.
- **Promote Alternative School Board Associations**
Encourage, recognize, or support school board associations that provide training and resources without DEI or gender ideology content, and allow districts to affiliate with these alternatives instead of legacy associations that advance ideological agendas.
- **Provide Alternative Professional Associations**
Support or recognize teacher and staff associations that are free from DEI and gender ideology, and encourage school boards to promote these options so that teachers have meaningful alternatives to unions that require ideological commitments.

- **Constitutional Civics and Historical Integrity**
Require K-12 history and civics classes to emphasize the U.S. and Indiana Constitutions, founding documents, and civic literacy, while prohibiting instruction rooted in presentism or critical theory frameworks that reinterpret history through modern ideological lenses.
- **Parental Consent for Counseling**
Require written parental consent before schools provide or facilitate any counseling, guidance, or services related to gender identity, sexual orientation, sexuality, or abortion, and prohibit staff from initiating social transition (such as name or pronoun changes) without parental approval.
- **Parental Consent for Pronoun/Name Changes**
Strengthen the law so that schools may not recognize or use a student's new name or pronouns without written parental consent, closing the loophole in current "notification-only" requirements.
- **Online Vetting Requirement**
Require school boards to vet online learning platforms (including digital curriculum vendors, SEL apps, or survey tools) for DEI or gender ideology content before adoption.
- **Data Privacy Protections**
Prohibit schools from contracting with platforms that collect sensitive student data under the guise of "equity metrics."
- **Transparency in Professional Development**
Require boards to document and post all professional development agendas publicly, with penalties if DEI or gender ideology content is included.
- **Annual IDOE Report**
Require the Department of Education to submit an annual report to the legislature on compliance with anti-DEI laws, complaints received, and corrective actions taken, to maintain ongoing accountability and legislative oversight.
- **Create a Parental Complaint Process**
The state should establish a formal, tiered complaint process that allows parents to raise concerns about curriculum, instruction, or school policies and receive meaningful review at multiple levels. Complaints should begin at the school or district level, with clear timelines and documentation requirements, and include an avenue for escalation beyond the local school if the issue is not resolved. A final level of review at the Indiana Department of Education would ensure independent oversight, consistency in enforcement, and accountability when local remedies fail.

4. Adopt Policies that Eliminate DEI at the District Level

Local school boards have broad authority to adopt policies that eliminate DEI practices, and they do not need to wait for the General Assembly to act in many cases. Boards control curriculum decisions, staff training, professional development, equity committees, resource allocation, and district-level policies on discipline, grading, and student services. By directing administrators to

remove identity-based programs, revise training materials, adopt viewpoint-neutral standards, or prohibit compelled ideological statements, school boards can immediately address most DEI-related concerns within their own districts. While statewide legislation can provide uniform standards, much of the work of dismantling DEI frameworks can be done locally through board policy.

5. Order a Third-party Audit of the Indiana Department of Education

The state should immediately initiate a comprehensive audit of the Indiana Department of Education's recommended curricula and approved course offerings to identify and remove DEI content that remains embedded within the K-12 system. As this review demonstrates, DEI ideology persists not only in elective courses but also in core subjects and state-endorsed materials, including those on the High-Quality Curricular Materials (HQCM) list. A full audit should cover all curriculum recommendations, course descriptions, instructional frameworks, and vendor-aligned materials to ensure instructional neutrality across Indiana's public schools. This state-led investigation should serve as the foundation for corrective action, transparency, and the development of legally compliant curriculum guidance moving forward.

Audit Methodology

DEI Defined with respect to Public School Corporations

For the purposes of this audit, “DEI” or “Diversity, Equity, and Inclusion” refers to a system of policies, trainings, curriculum frameworks, and administrative practices aimed at shaping how schools address issues of diversity, equity, and inclusion across race, sex, gender identity, ethnicity, disability, and other identity traits. Each component of DEI reflects a distinct framework: “diversity” prioritizes demographic representation among identity groups; “equity” focuses on reducing disparities in outcomes through identity-conscious policies and practices; and “inclusion” promotes practices intended to create an environment that affirms and supports students and staff based on their identities. In schools, DEI often appears in teacher trainings, equity teams, student support programs, discipline policies, social-emotional learning, curriculum choices, and objectives tied to closing “gaps” in academic performance or behavior among identity groups.

In practice, DEI in K–12 education frequently involves identity-based initiatives that give special emphasis, accommodations, or treatment to specific demographic groups, and often incorporates gender-identity ideology into student policies and staff expectations. Some examples of DEI initiatives include race-conscious equity planning, which uses race or identity groups when setting school goals or policies; implicit bias or privilege-based trainings, which teach that individuals may unconsciously benefit from or contribute to systems of oppression based on identity; identity-based student affinity groups, which organize students around shared racial, gender, or sexual-identity categories; preferred-pronoun policies, which encourage or require the use of gender-identity pronouns; anti-racism frameworks, which view racism as embedded within institutions and social systems; and efforts to adjust academic, disciplinary, or behavioral outcomes based on demographic group disparities.

DEI programs in public schools create harmful outcomes by shifting focus from individual merit to collective identity, thereby undermining the principle of equal treatment under the law. For example, mandatory trainings that categorize students or educators into “oppressors” and “oppressed” groups based on race, gender, or other traits can lead to division, resentment, lower morale, and decreased academic freedom. When schools prioritize outcome-equalization over academic standards, inflate grades, or allocate resources on the basis of identity rather than performance, students may receive a less rigorous education, diminishing their preparedness for future challenges. DEI practices encourage staff and students to affirm particular ideological viewpoints.

Relevant Laws and Executive Orders Considered

This section outlines the key laws and orders informing this audit.

Federal Laws and Executive Orders		
Law or Order	Summary of Law	Application to Audit
Title VI of the Civil Rights Act of 1964, (Title VI) 42 U.S.C. 2000d et seq.	Title VI prohibits schools that receive federal funds from discriminating based “on the basis of race, color, or national origin.” Its purpose is to ensure that students and staff are not treated differently because of race. As a result, schools cannot run programs, trainings, or policies that segregate, classify, stereotype, or allocate benefits or burdens by race.	Title VI restricts DEI in schools by prohibiting any program, training, or policy that treats students or staff differently based on race or uses racial classifications. This means schools cannot run race-exclusive affinity groups, allocate resources using race as a factor, or require DEI or bias trainings that stereotype individuals based on race, privilege, or oppression. While schools may teach about race and operate race-neutral inclusion initiatives, any DEI effort that assigns benefits, burdens, or characteristics according to race can trigger a Title VI violation and potential Office for Civil Rights investigation. See ED guidance .
Title IX of the Education Amendments Act of 1972, (Title IX) 20 U.S.C. 1681 et seq.	Title IX prohibits discrimination based on sex in any educational program or activity receiving federal funds. Its purpose is to ensure equal educational access and opportunities regardless of sex. The law covers athletics, academic programs, admissions, employment, and protections	Title IX intersects with DEI when gender-identity content affects student rights, privacy, athletics, or compelled participation in gender-based policies or training.

	against sexual harassment and sexual violence. While limited sex-separated programs are permitted, schools must provide comparable treatment and cannot treat students differently because of sex.	
Executive Order 14151 (2025) on Ending Radical and Wasteful Government DEI Programs and Preferencing (Effective Jan. 20, 2025)	Executive Order 14151 aims to end all DEI programs within federal agencies by eliminating DEI positions, trainings, policies, and the use of equity-focused contractors or grantees across the executive branch. While the order does not apply directly to K–12 schools, it may <i>indirectly</i> affect them if federal departments revise their guidance, funding criteria, or grant programs to align with the EO.	EO 14151 does not directly regulate K–12 schools, but it signals that federal agencies will no longer support DEI positions, trainings, or equity requirements. Schools may need to reassess race- or gender-based DEI practices to ensure they comply with evolving federal expectations.
Executive Order 14173 on Ending Illegal Discrimination and Restoring Merit-Based Opportunity (Effective Jan. 21, 2025)	Executive Order 14173 revokes several prior DEI-related executive orders and prohibits federal agencies and contractors from using preferential treatment based on race, sex, or other identity categories. It directs the federal government to return to a merit-based framework and avoid policies that classify or advantage individuals based on protected traits.	While EO 14173 does not regulate K–12 schools directly, it may indirectly affect them if federal agencies revise guidance or adjust funding criteria to align with the order. Schools receiving federal funds may see shifts in expectations around DEI practices, especially those involving identity-based distinctions.
Executive Order 14190 on Ending Radical Indoctrination in K–12 Schooling (Effective Jan. 29, 2025)	Executive Order 14190 directs federal agencies to develop strategies for eliminating DEI-related content and ideologies in K–12 schools, specifically curriculum or training tied to concepts such as discriminatory equity ideology or gender ideology. The order directs federal agencies, including the U.S. Department of Education, to identify federal funding that supports such practices and develop processes to prevent or rescind federal funding permitted by law.	Because the EO concerns certain DEI concepts in curriculum, training, and school programming, and directs federal agencies to consider federal funding implications, any audit should identify whether these materials or practices are present in the district.

Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g; 34 CFR Part 99	FERPA regulates schools’ disclosure of personally identifiable student information, including demographic, identity-based, or sensitive educational data. Schools must safeguard student records, limit access to only authorized personnel with a legitimate educational interest, and follow strict consent requirements when sharing information with outside organizations. Violations can result in federal enforcement actions and the potential loss of federal funding.	FERPA restricts how schools may disclose personally identifiable information from education records about race, ethnicity, gender, sexual orientation, disability status, and similar information. DEI tracking, creating affinity groups, or developing training materials may implicate FERPA. FERPA also restricts publicly posting, displaying, or distributing student identity data as part of DEI initiatives. Sharing such information in presentations, reports, or group activities without consent or another applicable FERPA exception can constitute an unauthorized disclosure and expose the school to federal compliance actions.
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Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h	PPRA limits how schools may administer surveys, collect student information for marketing purposes, and conduct certain non-emergency physical examinations. It is designed to protect student privacy and ensure parents have control over sensitive data gathered in school settings. PPRA requires parental consent before students participate in certain federally funded surveys involving highly sensitive topics, including political beliefs, religion, mental health, sexual behavior, or family relationships. The law also gives parents the right to inspect survey materials and, in some circumstances, opt their children out of covered activities. PPRA applies narrowly to its enumerated categories of protected information.	PPRA may apply when schools use surveys, interviews, questionnaires, or SEL screeners that collect information related to students' identities, beliefs, emotions, mental health, or family practices. DEI-related climate or belonging surveys may trigger parental notice, inspection, opt-out, or consent requirements depending on the content and funding source.
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Indiana Laws and Executive Orders		
Law or Order	Summary of Law	Application to Audit
Indiana Executive Order 25-14 (2025)	Indiana Executive Order 25-14 aims to eliminate DEI practices within the executive branch programs, and replace them with Merit, Excellence, and Innovation (MEI). The order restricts the use of state funds, property, or resources to support DEI positions, departments, activities, procedures, or programs that grant preferential treatment based on race, color, ethnicity, or national origin. It directs agencies to ensure that state-supported programs, positions, activities, and procedures do not rely on identity classifications or identity-based preferences. To ensure compliance, the EO requires	Because the order applies to the Indiana Department of Education (IDOE), it <i>indirectly</i> affects K–12 schools through changes in state oversight, compliance expectations, and the guidance IDOE provides to districts.

	agency reviews and monitoring of programs, contracts, and materials. The EO closed The Chief Equity, Inclusion, and Opportunity Office.	
SEA 289 (2025) (Unlawful Discrimination) IC 22-9.3	SEA 289 prohibits unlawful discrimination in education, public employment, and licensure, and bars public bodies, including K-12 schools, from requiring trainings or instruction that teach a person is inherently superior or inferior, morally defective, or collectively responsible for past actions because of personal characteristics such as race, religion, color, sex, national origin, or ancestry.	SEA 289 requires schools to review any DEI trainings, curriculum, or policies for content that attributes moral character, or blame for past actions to individuals based on race, sex, religion, or other protected characteristics, including programs that classify or give preferential treatment based on identity traits, or that require staff or students to affirm such concepts. Schools must also evaluate DEI committees, policies, or scholarship programs to ensure they do not rely on identity-based criteria.
SEA 442 (2025) (Human Sexuality Consent Requirements) IC 20-30-5-17; IC 20-26-21-4	SEA 442 expanded parental transparency and consent procedures relating to instruction on human sexuality. Requires schools to provide detailed summaries of certain instructional content, strengthens parental inspection rights, and revises procedures governing consent requests and notices.	SEA 442 law requires schools to provide parents with greater access to instructional materials, curriculum summaries, and information regarding certain classroom content. To the extent DEI-related instruction incorporates gender identity, sexuality, or related identity-based concepts, these transparency provisions may apply and provide parents greater ability to review and evaluate classroom materials.
HEA 1608 (2023) (Human Sexuality, Parent Notification)	HEA 1608 regulates how schools address name and pronoun changes, and instruction on human sexuality in grades K–3. It requires schools to notify parents if an unemancipated minor student requests to change their name or pronouns and limits	DEI initiatives that involve gender identity, pronoun guidance, student support protocols, or lessons should be reviewed for consistency with the law’s requirements. These issues frequently appear in DEI

IC 20-30-17; IC 20-33-7.5	instruction on “human sexuality” in early grades.	programs, staff trainings, equity frameworks, and social-emotional learning components.
HEA 1447 (2023) (Student Survey & Parent Transparency Protections) IC 20-26-21; IC 20-26-5.5	HEA 1447 strengthened parental transparency and inspection rights regarding third-party vendor student surveys, personal analyses, and data collection practices involving sensitive student information. The law primarily regulates the disclosure and handling of personally identifiable student information by third-party vendors rather than prohibiting the surveys themselves. Schools may still administer SEL, climate, or DEI-related surveys and internally collect student identity or emotional data so long as personally identifiable information is not improperly disclosed or shared. HEA 1447 also requires schools to maintain publicly accessible online catalogs of library materials and establishes procedures for parents and community members to challenge books alleged to be obscene or harmful to minors.	DEI and SEL programs rely on climate surveys, identity questionnaires, and social-emotional assessments administered through third-party vendors. The law increased parental visibility into these materials and restricted vendor handling of student identity and psychological data. School library collections may contain DEI-related themes, gender identity concepts, or identity-based ideological content available to students. HEA 1447 increases transparency by requiring public online access to school library catalogs and establishing procedures to challenge materials alleged to be obscene or harmful to minors. However, the law does not broadly regulate ideological content within school library collections.
Indiana Academic Standards (IC 20-31-3-1; IC 20-31-4-1)	The Indiana Academic Standards legally govern what schools must teach, what content is required, and how curriculum must align with state-approved standards.	Curriculum, instructional materials, and training frameworks must be consistent with state standards. DEI-related content should not override or conflict with the state’s required academic standards.

Gathering Materials for the Audit

A. Indiana Public School Districts

All materials analyzed in this review were gathered during the 2025-2026 school year. Because schools can revise or rescind documents at any point, the conclusions should be read as a snapshot of what was in effect during the collection period. The following sources were reviewed:

- Strategic plans including 2025 or later
- Active school board policies
- Staff directories and organizational charts
- Official district websites
- School webpages and public social media posts
- Professional development portals, including internal district websites and Google Sites, used for staff training modules

In addition to public documentation, the audit included non-public evidence submitted by educators, parents, students, and community members. This included photographic documentation, internal communications, and, in select cases, firsthand testimony and supporting documents.

Each district was evaluated for the presence of:

- Active DEI staff roles (by name or function)
- Equity-based grading, discipline, or hiring policies
- Mandated DEI training or professional development
- LGBTQ+ signage or messaging
- Alignment with SEA 289 (2025) and relevant federal executive orders

DEI-related materials published prior to 2025 were generally excluded unless the materials appeared still in use (e.g., school board policies never rescinded or professional development materials accessible on active staff platforms). Only information verified as current and publicly accessible during the audit period was included. **It is important to note that since April 2025, a significant amount of DEI content has been removed from public school district websites across Indiana.**

B. Indiana Department of Education

Part of this audit examined the role of Indiana Department of Education (IDOE) in shaping district-level curriculum decisions, with particular attention to the High-Quality Curricular Materials (HQCM) advisory lists, district adoption notices, and publisher-provided instructional documents. The goal was to understand how state-endorsed materials shape what students encounter in their earliest experiences and how those materials embed, reinforce, or align with DEI-oriented perspectives.

Further, a review of IDOE’s official high school course descriptions confirms that DEI-oriented content persists across multiple secondary courses, indicating that these frameworks continue to shape K–12 curriculum statewide. By reviewing IDOE guidance, procurement records, and the instructional philosophy behind programs like Wit & Wisdom, we identified clear patterns showing how DEI concepts enter classrooms through state-recommended materials.

DEI in IDOE-Recommended and Approved Materials¹

1. IDOE’s advisory listing and adoption patterns - Wit & Wisdom

Indiana Department of Education (IDOE) recommends Wit & Wisdom as a curriculum for K-8. Wit & Wisdom is a K–8 English Language Arts (ELA) curriculum published by Great Minds, designed around the principles of “knowledge-building” and thematic, literature-based learning. Instead of using leveled readers, the program relies on full-length texts, such as novels, biographies, historical accounts, poetry, and informational works, organized into thematic “modules.” Each module integrates reading, writing, vocabulary, speaking, and art analysis, with the stated goal of building cultural literacy and deep content knowledge.

Wit & Wisdom is widely adopted in districts across Indiana because it appears on the Indiana Department of Education’s High-Quality Curricular Materials (HQCM) recommended list. Districts routinely rely on this list when selecting curriculum materials, so placement on the IDOE HQCM roster effectively signals that a program is vetted, compliant, and recommended for adoption – particularly within the K–5 Core Reading category. ([IDOE HQCM – K–5 Core Reading](#).) The curriculum is marketed as rigorous and coherent, but it has drawn national scrutiny for embedding identity-focused themes, contemporary social-justice framing, and emotionally charged content into early-grade literacy instruction.

In practice, Wit & Wisdom shapes not only what students read but also how they are taught to interpret literature and informational texts, often foregrounding themes of power, oppression, race, gender, and social identity. Because of its widespread adoption and its alignment with culturally responsive teaching practices, Wit & Wisdom serves as a primary conduit for DEI-style framing within ELA instruction in many districts.

Kindergarten content in Wit & Wisdom: Module 1 (The Five Senses)

Wit & Wisdom’s Kindergarten Module 1 (The Five Senses) asks students, many not yet independent readers, to engage with visual art and media commonly taught through race and class lenses. The Wit & Wisdom Kindergarten Module Synopsis indicates that students will study a painting by Diego Rivera, examine Pablo Picasso’s *Le Gourmet*, and watch a “Bojangles Step Dance” video: Kindergarten Module 1 family sheet; Wit & Wisdom K–5 scope and sequence.

¹ Since the completion of this audit, the Indiana Department of Education has begun reviewing the concerns identified in this report and is taking steps to remove or revise DEI-related materials and references, including changes to information available on its website. Because this process is ongoing, some materials or webpages cited in this section may have been modified or removed after the audit was completed. IFI appreciates IDOE’s engagement and willingness to address these concerns.

Diego Rivera's *Flower Day* represents a particularly concerning example. Diego Rivera was an avowed communist painter whose murals and canvases consistently portray class struggle and colonial oppression. The work named in the Kindergarten materials, *Flower Day*, presents a kneeling indigenous flower seller beneath an outsized mass of lilies while buyers stand above. This image encodes social hierarchy, labor exploitation, and the subordination of the poor. Introducing this imagery at the very outset of Kindergarten ELA shifts instructional attention away from neutral literacy practice toward themes of class conflict far beyond the developmental stage of five-year-old children. It also normalizes the idea that reading instruction should be framed through ideological interpretation rather than foundational skill acquisition.



Bill “Bojangles” Robinson is a foundational figure in American dance, and his artistry itself is not objectionable. In this lesson, however, the Bojangles lesson is framed through the lens of racial barriers in 1930s America, introducing topics of racial tension and segregation that are better suited for later grades. ([Kindergarten Module 1 family sheet](#); [Wit & Wisdom K–5 scope and sequence](#).) Although an unquestionably significant historical topic, it is neither aligned with Kindergarten literacy benchmarks nor suited for early-childhood comprehension. The result is that children who have not yet learned to read independently are being asked to process adult-level racial and historical concepts under the guise of an exercise on “the senses.”

Kindergarten content in Wit & Wisdom: Module 4 (The Continents)

The Kindergarten scope and sequence also reveals that Module 4 is organized around curated continent books and selected cultural artifacts, an approach that introduces global-identity framing long before students have mastered foundational literacy skills. Rather than focusing on phonics, decoding, sentence structure, and comprehension, the module asks students to explore continents, cultural symbols, and identity-infused narratives tied to different regions of the world. District-provided parent overview sheets and Great Minds’ K–5 sequence show that students rotate through books designed to highlight cultural differences, traditions, and global identities. ([Grade K parent overview example](#); [Wit & Wisdom K–5 scope and sequence](#).)

At first glance, this may appear to be harmless “cultural exploration,” but the structure of the module reveals a deeper instructional shift – literacy becomes secondary to the cultivation of identity awareness and cultural interpretation. Wit & Wisdom’s continent-based selections are not neutral geography lessons; rather, they are intentionally curated to emphasize themes of cultural uniqueness, diversity, and identity markers. This aligns with DEI and culturally responsive

The effect is that Kindergarteners who are still learning sounds and sight words are positioned to view reading primarily through a cultural or identity lens rather than as a discrete academic skill. By embedding global-identity narratives into the structure of early literacy, the curriculum primes students to interpret texts through identity-based categories from the very beginning of their schooling. This represents a significant departure from best practices in early reading instruction, which emphasize systematic, explicit skill-building rather than thematic or ideological framing.

Implications for state-endorsed curriculum with DEI themes

The Indiana Department of Education’s High-Quality Curricular Materials (HQCM) advisory list explicitly identifies Wit & Wisdom as a curriculum that “aligns well with state standards,” signaling to districts that it is vetted, compliant, and recommended for adoption. The HQCM website functions as a strong endorsement, and districts routinely rely on it when selecting materials. ([DOE: High-Quality Curricular Materials Advisory Lists.](#))

Because IDOE elevates Wit & Wisdom as a preferred K–5 option, its Kindergarten content is implemented widely across the state. This means students encounter art and media associated with class struggle (Diego Rivera) and racial-barrier narratives (Bojangles) before they are independent readers. This frames early ELA time around sociopolitical themes rather than neutral literacy skill-building.

IDOE’s advisory listing, combined with district adoptions, demonstrates that Wit & Wisdom operates as an early on-ramp to DEI-aligned themes beginning in Kindergarten and continuing through later grades. This creates clear implications for instructional neutrality and compliance within Indiana’s current policy landscape.

2. IDOE’s Official High School Course Descriptions

Every year, IDOE publishes an official document called the *High School Course Titles and Descriptions*. This catalog lists all approved courses that public schools are allowed to offer, along with short summaries describing the purpose, themes, and instructional focus of each course. ([IDOE 2025–2026 High School Course Titles and Descriptions.](#)) School districts rely on this document when designing their course catalogs, assigning teachers, and determining what academic pathways students can take.

A review of this IDOE-approved course list shows that DEI-oriented content has not been removed from Indiana’s K–12 system. Multiple courses explicitly promote themes tied to diversity, identity, cultural framing, and equity-based analysis. For example:

Human and Social Services

7176 – Principles of Human Services

Description: Explores history of human services and careers. Encourages cultural awareness and appreciation of diversity, focusing on variations in attitudes, values, language, gestures, and customs. Includes information about major racial and ethnic groups in the U.S.

Relation to DEI: While it sounds like teaching respect, this explicitly aligns with DEI by framing racial/ethnic identity as central to the course. Diversity, equity, and inclusion are not neutral values but a political and ideological framework (critical race theory, systemic bias training, gender identity theory). Even mild language opens the door to controversial race/identity concepts.

7174 – Understanding Diversity

Description: Encourages cultural awareness and appreciation of diversity; includes information about major racial and ethnic groups in the U.S.

Relation to DEI: The course name itself is DEI branding. It promotes identity categories as the organizing principle of instruction. This aligns directly with equity and inclusion frameworks that Indiana and federal orders explicitly target for elimination.

7177 – Relationships and Emotions

Description: Examines healthy and unhealthy relationships, emotional history, and attitudes toward loss and grief.

Relation to DEI: Although framed as emotional health, courses like this are often rooted in modern Social-Emotional Learning (SEL) frameworks that incorporate DEI concepts such as cultural identity, inclusive language, diverse perspectives, and interpersonal power dynamics. By merging emotional wellness with identity-based categories, such as sexual orientation and gender identity, these courses can function as vehicles for DEI ideology, frequently embedding DEI priorities even when the course title appears neutral.

Social Studies

1516 – Ethnic Studies (A)

Description: Broadens perspectives on lifestyles and cultural patterns of ethnic groups in the U.S. Covers immigration, assimilation, contributions of ethnic groups, and political impact of ethnic diversity.

Relation to DEI: This course centers identity politics by making race/ethnicity the primary lens of study. It aligns with DEI frameworks that prioritize systemic oppression and equity outcomes.

1544 – Urban Affairs (A)

Description: Examines history, organization, and problems of urban areas, with focus on political leadership and citizen participation.

Relation to DEI: Urban studies courses often introduce DEI-aligned concepts such as systemic

racism, inequities in housing, and policing disparities. This course may provide a vehicle for introducing DEI-aligned concepts and risks employing political advocacy instead of neutral civics.

English / Literature

1032 – Ethnic Literature (A)

Description: Focuses on multicultural issues, ethnic experiences, and contributions of diverse authors. Analyzes expressions of cultural identity and their relation to U.S. history.

Relation to DEI: This course explicitly prioritizes multiculturalism and identity categories. It embeds DEI ideology by elevating group identity and political narratives over universal human themes and literary merit.

1020 – American Literature (A)

Description: Includes works of various ethnic and cultural minorities alongside traditional authors, highlighting their influence on American culture.

Relation to DEI: By highlighting authors primarily through the lens of identity, this course aligns with DEI's focus on representation and group categories, rather than on objective literary quality.

These courses are not hypothetical. They appear in course catalogs across the state. While some course descriptions may appear neutral at first glance, using terms like cultural awareness, identity, multicultural issues, or global perspectives, these phrases function as markers of DEI ideology. They signal instructional frameworks built around race, gender identity, cultural power dynamics, systemic oppression, or equity-based outcomes. The presence of these courses demonstrates that DEI was not removed from the curriculum. Rather, it has simply remained embedded in our schools.

This cursory review shows that far more investigation is needed. Even a surface scan of K–12 course offerings reveals numerous DEI-aligned classes, suggesting that DEI language and ideology may be embedded not only in electives such as Ethnic Studies or Human Services, but also in core subjects like English, Social Studies, and the Arts. Without a systematic review, DEI will continue to persist in Indiana classrooms.

DEI Practices Currently in Indiana Public Schools

The following sections present a district-by-district review of DEI practices uncovered through the audit, illustrating how DEI frameworks, trainings, policies, and language continue to appear throughout Indiana’s public school districts. Each district profile highlights specific examples of DEI implementation, in curriculum, staff development, student services, administrative structures, or rebranded equity initiatives. These examples demonstrate both overt and subtle ways DEI remains embedded in school operations. This breakdown allows policymakers, parents, and school leaders to clearly see how DEI manifests at the local level and to compare patterns, risks, and compliance concerns across districts.



Anderson Community School Corporation (ACSC) (IN School Corporation 5275)

Synopsis

ACSC has retained its DEI framework and functions, which include a strategic plan heavily embedding DEI language and identity-based goals. Additionally, ACSC has changed administrative titles without any corresponding change in personnel responsibilities to avoid explicit DEI labeling. Attestation signed and on record with the Indiana Department of Education on April 28, 2025.

Specific Examples

1. [ACSC 2023-2027 Strategic Plan](#)

- 2023-2027 Strategic Plan contains seven references to “Diversity,” fifteen references to “Equity,” and five references to “Inclusion.”
- DEI practices and policies are embedded as a core framework in ACSC’s mission, goals, and strategies.
- There is a consistent emphasis on equity of access, cultural responsiveness, inclusive environments, and identity-based staffing.

Examples include:

- o “Ensure equitable access to resources”
- o “Recruit diverse staff”
- o “Foster inclusive climate for all students”

OUR COMMITMENT TO EQUITY

Anderson Community Schools is actively working to promote a culture of equity. We recognize that equity means more than just "equal." To us, it means giving students exactly what they need to succeed, regardless of economic, social, cultural and human differences. Achieving this level of equity means strategic decision making to address gaps and create a barrier-free environment.

The strategies on the pages that follow demonstrate how we're aligning our entire organization towards a commitment to diversity, equity, and inclusion. These strategies support the promises made in our own DEI Strategic Plan, which are outlined below.



Implement annual cultural analysis and climate audit



Regular review of discipline and suspension data



Assess and improve facilities, hallways, and classrooms to ensure they are welcoming and inclusive for all students



Expand Equity Team



Ensure designated employees are well trained to address bullying and harassment



Provide training for parents and students on bullying and harassment and information on all aspects of the process



Professional development and support of building administrators for retention of diverse teachers



Develop opportunities for cross-cultural conversations for students



Provide training for students on cultural awareness, responsiveness, and understanding



Improved communications with parents and community regarding diversity and equity

Source: [DEI Strategic Plan Update.pdf](#)



Priority 1: Empathy-Driven Culture



Goal: To have a culture where we lead with empathy, and a shared understanding and appreciation for all employees' unique gifts, talents, and diverse backgrounds.

Objectives: We will achieve our goal by:

- Fostering a culture that leads with empathy by embedding a sense of responsibility in our behaviors, values, and day-to-day interactions.
- Finding creative ways to show appreciation, recognize, and value all faculty and staff.
- Encouraging supervisors to develop relationships with their director reports to better understand their unique talents and support them in reaching their career goals.

Outcomes: We will know we have achieved this goal when we see:

- Every employee feels seen, heard, has a sense of loyalty and belonging in the district.

Metrics: We will measure our results by:

- Increase in the percentage of employee retention.
- Increase in the percentage of supervisory positions filled by internal candidates.

Priority 2: Attraction & Development



Goal: To be the district that attracts high-quality teaching and staff, then invests in their development to further the employees and the students' success journey.

Objectives: We will achieve our goal by:

- Use equity-seeking best practices throughout the hiring process.
- Using a variety of strategies to communicate open positions.
- Increasing communication between Human Resources and ACS buildings about job postings, current events, and issues.
- Maintaining a talent pipeline for ACS by developing relationships with higher education facilities, the Anderson Madison Black Chamber of Commerce, and other sources of skilled, diverse individuals.
- Maintaining a strong connection with ACS graduates to create a talent pipeline of former students who have a connection and vested interest in the community.
- Recruiting and interviewing all qualified applicants and training diverse administrators, faculty, and staff.
- Focusing on attracting staff who are qualified/licensed in critical/high need areas throughout the district.

Outcomes: We will know we have achieved this goal when we see:

- Anderson Community Schools as an employer of choice in Madison County.

Metrics: We will measure our results by:

- Increase in teachers and staff retention.
- Increase in the percentage of diverse employees.
- Increase in the number of ACS graduates that are hired.
- Reduce the number of days from a job opening to a job filled.

“

We have more resources and provide more support than any other school district in Madison County. We have a lot of staff that are from Anderson and have a vested interest in seeing our students succeed.

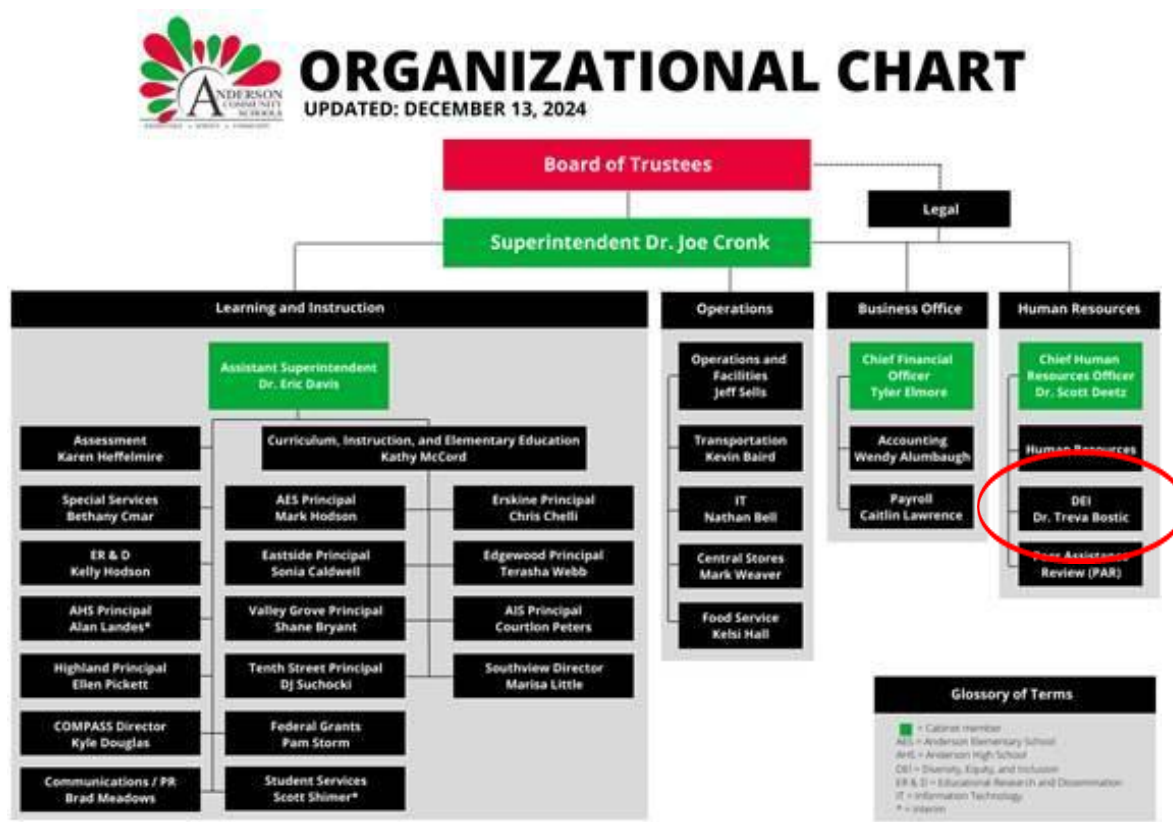
- Staff Member of ACS

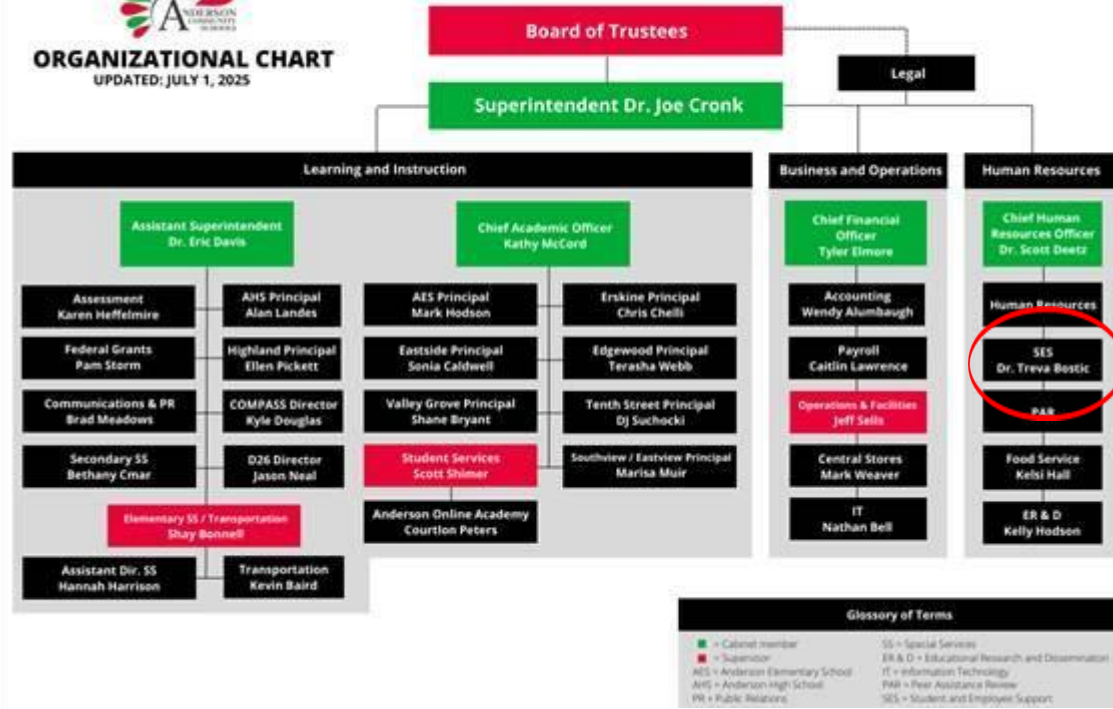


2. The ACSC organizational chart changed between December 2024 and July 2025; however, the only apparent modification was to the job title of administrative faculty member Dr. Treva Bostic. The publicly available organization charts show no corresponding change in organizational structure or indication that the position's duties changed.

- On ACSC's December 13, 2024 organizational chart, Dr. Treva Bostic's title is DEI.
- On ACSC's July 1, 2025 organizational chart, Dr. Treva Bostic's title is SES, Student and Employee Services.

Source: [Anderson Community Schools Organizational Chart – Dr. Treva Bostic](#)





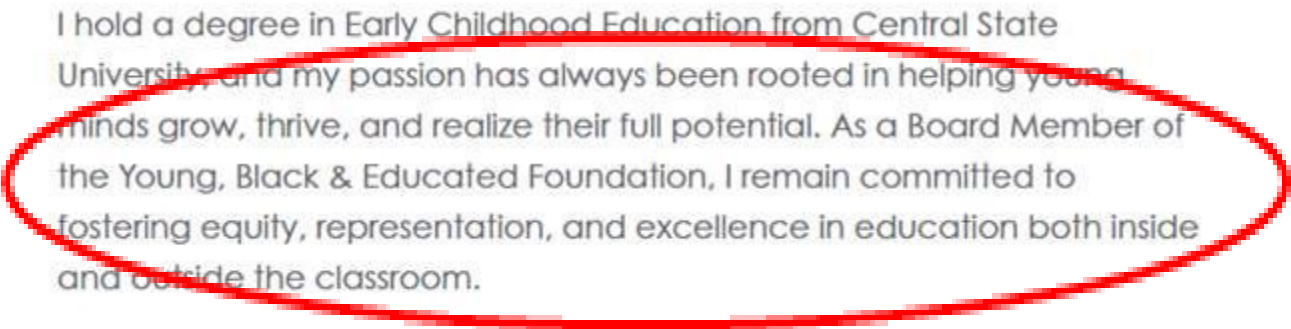
Andrew J. Brown Academy (IN School Corporation 9615)

Synopsis

The review identified DEI-aligned themes in Andrew J. Brown Academy's public statements referencing equity and representation. The principal's message reflects concepts that may influence staffing, curriculum, or student support. The school's historical framing around Andrew J. Brown's advocacy for educational equity suggests ongoing alignment with DEI frameworks. Attestation signed and on record with the Indiana Department of Education on April 29, 2025.

Specific Examples

Screenshot of the Principal's Message:



I hold a degree in Early Childhood Education from Central State University, and my passion has always been rooted in helping young minds grow, thrive, and realize their full potential. As a Board Member of the Young, Black & Educated Foundation, I remain committed to fostering equity, representation, and excellence in education both inside and outside the classroom.

Avon Community School Corporation (ACSC) (IN School Corporation 3315)

Synopsis

Avon Community School Corporation (ACSC) incorporates equity and diversity within its corporation strategic goals and course offerings. Avon High School offers a Family and Consumer Sciences academic track through their department. Within this track of academic studies, the career pathway program of studies includes courses titled Principles of Human Services, Understanding Diversity, and Relationships & Emotions. These courses are DEI and SEL-based. Attestation signed and on record with the Indiana Department of Education on April 29, 2025.

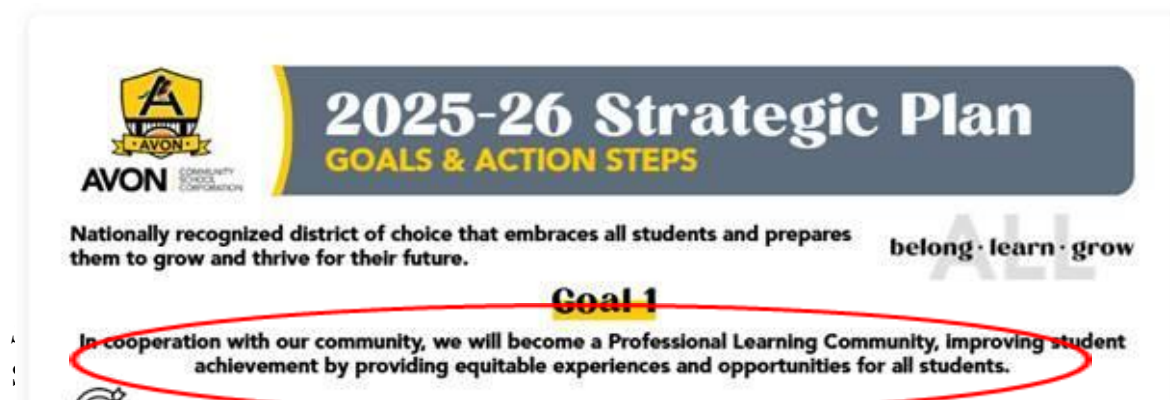
Specific Examples

1. [Avon Community School Corporation Strategic Goals](#)

Strategic Goals

In cooperation with our community, we will:

- become a Professional Learning Community, improving student achievement by providing equitable experiences and opportunities for all students,
- create systemic and purposeful innovation opportunities to develop critical thinkers,
- support student well-being, mental wellness, and the whole child (students are healthy, safe, engaged, supported, and challenged).



The graphic features the Avon Community School Corporation logo on the left, which includes a shield with a stylized 'A' and the text 'AVON Community School Corporation'. To the right, a dark blue banner contains the text '2025-26 Strategic Plan' in large white font, with 'GOALS & ACTION STEPS' in smaller yellow font below it. Below the banner, the text 'Nationally recognized district of choice that embraces all students and prepares them to grow and thrive for their future.' is displayed. To the right of this text is the phrase 'belong · learn · grow' in a light blue font. Below these elements, the heading 'Goal 1' is centered. Under 'Goal 1', the text 'In cooperation with our community, we will become a Professional Learning Community, improving student achievement by providing equitable experiences and opportunities for all students.' is enclosed in a red oval.

AVON Community School Corporation

2025-26 Strategic Plan
GOALS & ACTION STEPS

Nationally recognized district of choice that embraces all students and prepares them to grow and thrive for their future.

belong · learn · grow

Goal 1

In cooperation with our community, we will become a Professional Learning Community, improving student achievement by providing equitable experiences and opportunities for all students.

2. Department of Family and Consumer Sciences, courses [*Principles of Human Services*](#), [*Understanding Diversity, and Relationships & Emotions*](#).



Trimester course

1 semester course

Principles of Human Services, Understanding Diversity, and Relationships & Emotions, Advanced Foods 1 and Advanced Foods 2

Watch on YouTube

Department Overview

There are no resources or collections to display.

Career Pathways/Program of Study

Pathway/Program of Studies	Example Careers	Principles Course	Concentrator Course A	Concentrator Course B
Human and Social Services	Social Worker	Principles of Human Services	Understanding Diversity	Relationships & Emotions
Interior Design	Interior Designer	Principles of Interior Design	Interior Design Fundamentals	Materials Finishes and Design *course coming soon!
Early Childhood Education	Preschool Teacher/Coordinator	Principles of Early Childhood Education	Early Childhood Education Curriculum *course coming	Early Childhood Education Guidance *course coming

3. Avon High School, Department of Family and Consumer Sciences, course: [*Principles of Human Service*](#)

FACS Courses

▼ Principles of Human Services

PRINCIPLES OF HUMAN SERVICES (7176F-7176S)

Human and Social Services Pathway Course 1 of 3

- Core 40, AHD, THD Elective
- Prerequisite: None
- Credits: 2 semester course, 2 semesters required
- Grades: 9, 10, 11

Principles of Human Services explores the history of human services, career opportunities, and the role of the human service worker. Focuses on target populations and community agencies designed to meet the needs of various populations. The course includes a required job shadowing project in a Human Services setting (a suggested four-hour minimum to meet Ivy Tech requirements). This course will also encourage cultural awareness and appreciation of diversity. Focuses on cultural variations in attitudes, values, language, gestures, and customs. Includes information about major racial and ethnic groups in the United States.

4. Avon High School, Department of Family and Consumer Sciences, [*course Understanding Diversity*](#)

FACS Courses

► Principles of Human Services

▼ Understanding Diversity

UNDERSTANDING DIVERSITY (7174F/7174S)

Human and Social Services Pathway Course 2 of 3

- Core 40, AHD, THD Elective
- Prerequisite: Principles of Human Services
- Credits: 2 semester course, 2 semesters required
- Grades: 10, 11, 12

Understanding Diversity encourages cultural awareness and appreciation of diversity. Focuses on cultural variations in attitudes, values, language, gestures, and customs. Includes information about major racial and ethnic groups in the United States.

5. Avon High School, Department of Family and Consumer Sciences, course [*Relationships & Emotions*](#). This is an SEL-based course likely incorporates the DEI concepts .As discussed in the IDOE course review above, SEL-based courses can serve as vehicles for incorporating DEI concepts.

FACS Courses

▸ Principles of Human Services

▸ Understanding Diversity

▾ Relationships and Emotions

[To Main Content](#)

RELATIONSHIPS AND EMOTIONS (7177F/7177S)

Human and Social Services Pathway Course 3 of 3

- Core 40, AHD, THD Elective
- Prerequisite: Principles of Human Services, Understanding Diversity
- Credits: 2 semester course, 2 semesters required
- Grades: 10, 11, 12

Relationships & Emotions examines the key elements of healthy relationships. Explores the main problems that damage relationships. Presents research findings on successful and unsuccessful relationships, and emotional connections. Explores the impact of one's emotional and relationship history on current and future romantic relationships. Presents practical, scientific-based skills for improving relationships. Additionally, this course offers practical and useful information for people who have experienced loss. Students have the opportunity to evaluate their own experiences and attitudes toward loss and grief.

Carmel Clay School Corporation (CCS) (IN School Corporation 3060)

Synopsis

The review of Carmel Clay Schools reveals a consistent pattern of DEI-aligned practices embedded across policies, strategic planning, instructional materials, extracurricular programming, and staff training. Evidence indicates the district has maintained identity-focused frameworks despite state and federal policies, in some cases by rebranding positions or reframing initiatives without altering underlying functions. Multiple parents reports and documentation of DEI-related practices in classrooms.

The use of equity audits, professional development framed in equity and inclusion language, LGBTQ+ advocacy materials and clubs, identity-focused curriculum, and unapproved SEL practices demonstrate multiple and overlapping areas of concern. The scope and variety of findings suggest systemic rather than isolated concerns regarding the district's continued use of DEI-aligned practices. Attestation signed and on record with the Indiana Department of Education on April 29, 2025.

Specific Example

1. CCS actively uses Grading for Equity practices.

- Advocacy for “grading with equity” to reduce performance disparities.
- Policy establishes a minimum grade of 50% for assignments not submitted and as the lowest possible score on exams; prohibits teachers from assigning a zero for missing work; and permits multiple exam retakes.
- Frames equity as essential to student success and institutional responsibility.

Source: Presentation to the School Board on November 11th, 2024, on Grading with Equity.

Dr. Amy Dudley presented Carmel Clay Schools’ grading policy, a policy that has been in place for at least three-plus years without Board knowledge. The grading policy is “Grading for Equity.” Although the presentation as shown here was made to the Board on November 11, 2024, Carmel Clay Schools continues to implement this grading policy to this day.

Screenshots from Carmel Clay Schools Board Meetings (boarddocs.com) [Agenda - Carmel Clay Schools BoardDocs® Pro](#)



Q Search Agenda

4. CONSENT

4.1 Approval of Consent Items

4.2 Personnel Report

4.3 Claims

4.4 Payroll

5. ACTION

5.1 Bid Award - Carmel Clay Schools District
Witsken Tennis Complex



5.2 Adoption Policy 7250 - Commemoration of
School Facilities



6. WORKSHOP TOPIC(S)

6.1 Assessing, Grading, and Reporting

Agenda Item Details

Meeting	Nov 11, 2024 - Workshop Session
Category	MEETING OPENING
Subject	Call to Order
Type	Procedural

Agenda Item Details

Meeting	Nov 11, 2024 - Workshop Session
Category	WORKSHOP TOPIC(S)
Subject	Assessing, Grading, and Reporting
Type	Workshop Topic

Presenter: Dr. Amy Dudley

Assessment, Grading, and Reporting

Carmel Clay School Board
Meeting
November 11, 2024



2. Clay Middle School requires teacher participation in equity and inclusion teams. Equity / Inclusion rebranded “Student Support Team” but maintains the same structure and function.

I want to help find greatness in every corner! I would like to serve on the following committee(s) for the 2025-2026 (you may select more than one committee)— Calendar invites will be sent to you:

- ☐ AVID Site Team- Meeting monthly on Thursdays, beginning in September, 7:40-8:10 am
- ☐ MLL Site Team- Meeting monthly on Wednesdays, beginning in September, 3:40-4:20 pm
- ☒ School Improvement Committee- Meeting monthly, 7:40-8:20 am or 3:40-4:20 pm
- ☒ Student Support Team (previously E/I)- Meetings Monthly, Thursdays, 7:40-8:10 am- Will not overlap with AVID
- ☐ Safety Team- Quarterly, 3:40-4:20 pm
- ☐ Tech Team- Meeting monthly on Friday 7:30-8:00 am
- ☐ Clay Disciplinary Board- Meeting Monthly, 3:40-4:20

ⓘ This is a required question

☐ Send me a copy of my responses.

Submit

Source: Teacher email

3. Poster displayed in Clay Middle School promotes historical LGBTQ+ figures (Sylvia Rivera and Marsha P. Johnson) as role models.

- Contains activist quotes advocating LGBTQ+ visibility and equality.
- Highlights topics including transgender identity, drag performance, homelessness, drug addiction, and suicide.
- Encourages viewing transgender and drag individuals as central to equality movements.

Source: Photographed by a parent in Clay Middle





4. LGBTQ+ signs in Carmel High School classrooms and public areas as seen during the Open House and during the first week of school.

Source: Parent photograph in Carmel High School

5. Carmel High School Signage in Math Classroom.

Source: Image taken the first week of School - August 2025



6. Daily “feelings check-in” via Google Form, collecting private emotional data from students.

- A public “mood chart” displays where students place their face icon from sad to happy.
- The teacher invites students to disclose personal or family details (e.g., custody arrangements, fatigue from activities, home life challenges).
- Emphasis on creating a “safe space” for trauma disclosure without being a licensed counselor.

Source: This was reported by a parent who wished to remain anonymous due to a well-founded fear of retaliation against their student.

Fort Wayne Community Schools (FWCS) (IN School Corporation 0235)

Synopsis

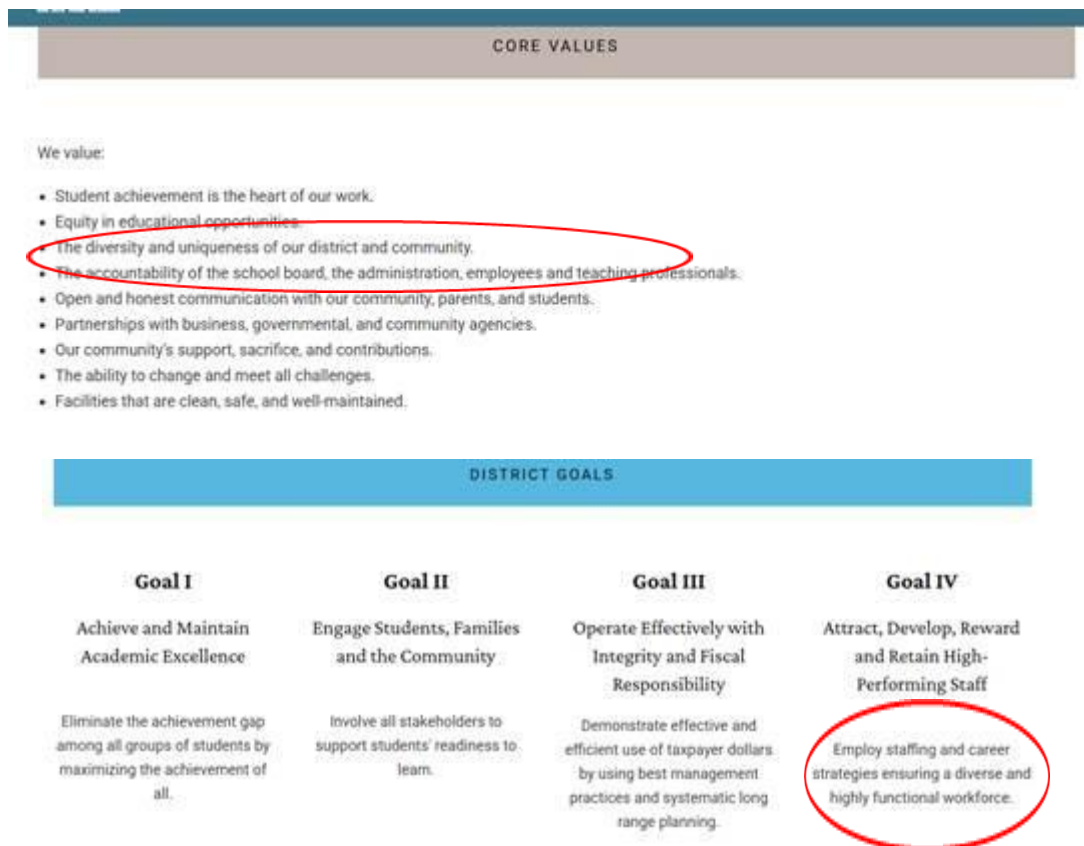
There are two areas of concern with the Fort Wayne Community Schools (FWCS):

1. The FWCS mission, vision, and core values rely on equity in educational opportunities and diversity. They have a goal (Goal IV) to employ staffing and career strategies that focus on ensuring a diverse workforce.
2. FWCS appears to have retained internal DEI functions by renaming an existing position without publicly disclosing whether its responsibilities have changed. As of 2025, a board document confirms the former role of Director of Diversity, Equity & Inclusion has been retitled Director of Students & Staff Relations. The available board documents do not indicate whether the position's underlying duties changed when the title was revised.

Attestation signed and recorded with the Indiana Department of Education on April 29, 2025.

Specific Examples

1. Fort Wayne Community Schools Mission, Vision and Core Values



2. [FWCS June 10, 2024 Board of Trustees meeting](#). The administrators [recommended](#) to the Board that the administrative position, Director of Diversity, Equity & Inclusion, be changed to Director of Students & Staff Relations.

ADMINISTRATOR(S) RECOMMENDED FOR BOARD ACTION

It is recommended that the Board of School Trustees approve the following changes:

Salary Schedule 12 Central Office Administrative Personnel

~~Pay Group 20, Steps 31.0 – 39.0~~

~~Remove Curriculum Coordinator~~

~~Add Curriculum Project Based Learning Coordinator; Curriculum Coordinator Elementary STEM;
Curriculum Coordinator Secondary STEM; Experiential Learning Curriculum Coordinator~~

Pay Group 22, Steps 31.2 – 39.2

Add Manager Students & Staff Relations

Add Manager Student Mental Health

Add Manager Media Services

Pay Group 23, Steps 41.0 – 49.0

Change title of Director Diversity, Equity & Inclusion to Director Students & Staff Relations

Pay Group 25, Steps 41.2 – 49.2

Remove Director Curriculum

Add Director Elementary Curriculum, Instruction, & Assessment and

Director Secondary Curriculum, Instruction & Assessment

Salary Schedule 16 Counseling, Professional & Technical Personnel

Pay Group 20 Steps 21.0 – 29.0

Change title of Coordinator Diversity, Equity & Inclusion to Coordinator Students & Staff Relations

Add Secondary Area Coordinator

<u>NAME</u>	<u>FROM</u>	<u>TO</u>	<u>STATUS</u>	<u>EFFECTIVE</u>
Belcher, Sarah N.	CAS/Virtual/Principal	Northwood/Assistant Principal (260-Day)	C	06-17-24
Bender, Maureen L.	DEI/Director	Students & Staff Relations/Manager	N	06-17-24

Indiana Math and Science Academy North (IN School Corporation 9895)
Indiana Math and Science Academy Central (IN School Corporation 9785)
Indiana Math and Science Academy West (IN School Corporation 9785)

Synopsis

The Indiana Math and Science Academies (North, Central, and West) are part of a network of charter schools managed by Concept Schools, Schaumburg, Illinois, a charter school management organization. As stated on Concept Schools' website, enrollment in these schools is specifically dedicated to historically underserved communities. Concept Schools have been identified and awarded for being a "gap-busting charter management organization." Their Education Model includes an Equity Committee and Equity Plan. Attestation signed and recorded with the Indiana Department of Education on April 29, 2025.

Specific Examples

1. [Concept Schools Educational Model](#) specifically targets "historically underserved communities."

Educational Model



The Concept Schools Academic Department is composed of career educators that guide K-12 programming, teaching, learning, and assessment.

CURRICULUM Concept Schools is dedicated to providing historically underserved communities with a rigorous education focused on science, technology, and math. The K-12 curriculum is designed to ensure proficiency on state standards and a 100% graduation rate and acceptance into college.	INSTRUCTIONAL STRATEGIES Rather than adhering to a single teaching philosophy or instructional model, instructional practices draw upon best practices from the field and research. Concept teachers utilize a unique mix of research-based instructional strategies including:
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2. [Concept Schools Educational Model](#) – serving historically “underserved and under-resourced communities.” It includes an Equity Committee and maintains an Equity Plan.

INCLUSIVE SUPPORT

All Concept network schools are non-selective public charter schools, and regardless of the academic, behavioral, or language service support a student may require, all students are encouraged to enroll.

In accordance with the Individuals with Disabilities Education Act (IDEA) and state law, students with disabilities are supported in a supportive culture of collaboration to employ best practices, promote success, and close the achievement gap in their least restrictive environment.

While some students may be supported with an Individualized Education Program, other students may be supported through a 504 Plan. In accordance with

EDUCATIONAL EMPOWERMENT & OPPORTUNITY

The majority of Concept network schools are located in historically underserved and under-resourced communities. Embracing students where they live and in the communities they represent is at the heart of Concept's success.

A network-wide Equity Committee ensures schools create and implement an equity plan based on school needs that serve students and families at high levels. Equity plans encourage collaboration between teachers, staff, and school leaders in professional learning, curriculum development, and community engagement.

3. Excerpts from Sedat Duman, President & CEO, Concept Schools, letter, [pages 4 & 5 of the 2024-2029 Strategic Plan](#) expose the use of Social Emotional Learning and an unwavering dedication to Equity.

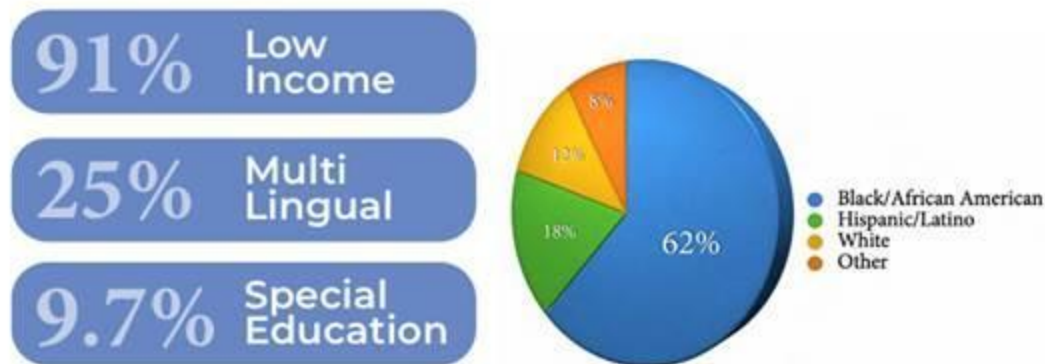
Central to our mission is the belief that education is not just about imparting knowledge; it's about instilling confidence, fostering motivation, and equipping students with the tools they need to thrive. We recognize that the journey to success is multifaceted, and it requires a holistic approach that encompasses academic rigor, social-emotional learning, and meaningful opportunities for growth.

In the next five years and beyond, Concept Schools will continue to celebrate achievements, embrace innovation, and empower students to actualize their full potential. Our dedication to excellence, equity, and opportunity remains unwavering as we continue to inspire and transform lives one student at a time. Together, we will continue to aim above the mark, knowing that by doing so, we will inevitably hit the mark and beyond.

4. Demographics of Concept Schools shows an intentional imbalance toward students of color that is not reflective of the communities they serve.

Source: [Concept Schools 2024-2029 Strategic Plan, page 8](#)

NETWORK DEMOGRAPHICS



5. Renaming of DEI concepts to fairness (equity), belonging (inclusion) and access (diversity).

Source: [Concept Schools 2024-2029 Strategic Plan, page 12](#)

OUR DIRECTION

As we move into the next chapter of our work, Concept Schools remains focused on deepening its impact and expanding its reach. Leaders across the organization will continue to engage in collaborative efforts grounded in fairness, belonging, and access—core principles that shape our commitment to uplifting every student and community we serve.

- ▶ **Creating Fair Access to Resources and Support**
- ▶ **Building a Network School Culture of Belonging and Respect**
- ▶ **Adapting Teaching to Meet the Needs of All of Our Learners**

Indianapolis Public Schools (IPS) (IN School Corporation 5385)

Synopsis

Indianapolis Public Schools (IPS) has institutionalized a district-wide racial equity framework through dedicated staff, equity teams, and formal board policies. Key initiatives include race-conscious hiring and discipline reforms, equity-based budgeting, racial equity training, culturally responsive instruction, and achievement gap targets tied to student demographics. IPS governance documents also affirm Black Lives Matter, commit to reducing expulsions and arrests, and direct recruitment of Black teachers. Attestation signed and on record with the Indiana Department of Education on April 29, 2025.

Specific Examples

1. IPS Strategic Plan continues to make racial equity a priority.

Source: [IPS Strategic Plan 2025](#)

Webpage screenshot:

Strategic Plan 2025

[Home](#) > Strategic Plan 2025

At IPS, we believe all students can achieve their full potential, learn at high levels and graduate prepared to succeed in schools, career and life. We are committed to ensuring that every student in every neighborhood receives the education and opportunities they deserve. Much work still needs to be done.

It is more evident than ever - in the midst of a global pandemic and the largest civil rights movement of a generation - what is at stake and the important new role we play. Under the leadership of Superintendent Dr. Aleesia Johnson, we will continue to make racial equity a top priority. And our actions will support our convictions. Strategic Plan 2025, outlined here, is based on our core values and was developed with feedback from thousands of students, educators, families and community members.

Strategic Priorities at a Glance

1. Increase access to rigorous curriculum and instruction.
2. Promote racial equity.
3. Foster authentic engagement.
4. Operate and fund strategically.



2. [IPS Strategic Plan 2025](#) – A Deeper Look at Our Strategic Plan, Priority 2: Promote Racial Equity

A Deeper Look at Our Strategic Priorities

Priority 1 Priority 2 Priority 3 Priority 4

Promote Racial Equity

What it means	Why it matters
Strengthen and expand racial equity work to eliminate opportunity gaps, align policies and talent decisions, and interrupt and address institutional bias.	We are committed to creating an IPS where student outcomes cannot be predicted by race and ethnicity by correcting practices that perpetuate the opportunity gap and institutional racism.

Initiatives

- 2.1: Create and implement the IPS Racial Equity board policy in order to clearly define what racial equity means in IPS and how we achieve it. Use this policy and associated frameworks and policies to equip all staff members to be anti-racist advocates for our students.
- 2.2: Rapidly design and implement school improvement supports to ensure all students, especially low income students of color, have access to an outstanding education. Ensure schools serving populations of low income students of color are academically and culturally excellent.

Where do we want to be by 2025?

- Annual staff surveys should show that all teachers and staff feel well equipped to be advocates for racial justice in IPS.
- Black special education students will not be suspended or expelled at a higher rate than their peers.
- There will be no achievement gap between our Black and Hispanic students and Black and Hispanic students across the state.

3. [IPS Bylaws and Policies](#), Policy 1619 Racial Equity Mindset, Commitment, and Action

myIPS

FEATURED MEETINGS POLICIES LIBRARY

Search Active Policies

Book: BYLAWS AND POLICIES

1360 INCAPACITY OF THE SUPERINTENDENT

1619 RACIAL EQUITY MINDSET, COMMITMENT, AND ACTION

2000 PROGRAM

3000 CERTIFIED STAFF

4000 CLASSIFIED STAFF

5000 STUDENTS

6000 FINANCES

Book: BYLAWS AND POLICIES

Section: 1000 ADMINISTRATION

Title: RACIAL EQUITY MINDSET, COMMITMENT, AND ACTION

Code: 1619

Status: Active

Adopted: June 25, 2020

Last Revised: June 25, 2020

Last Reviewed: June 25, 2020

Res. No. 7863 - Black Lives Matter.pdf (223 KB)

BP 1619 - RACIAL EQUITY MINDSET, COMMITMENT & ACTION.pdf (298 KB)

4. [IPS RESOLUTION NO. 7863](#), June 25, 2020, on Black Lives Matter

Excerpts from IPS Resolution No 7863:

WHEREAS, the Board of School Commissioners has approved recent efforts and initiatives to support the work of achieving racial equity within Indianapolis Public Schools, including:

- *Partnering with the Racial Equity Institute to engage administrators, teachers, and staff in educational training on the history of racism in the United States, the impact of racism in education, and how to implement this knowledge into their efforts to achieve racial equity in their schools and classrooms (2015, renewed 2018);*
- *Establishing School Equity Teams, supported by a District Equity Team, in 29 pilot schools to review disaggregated academic and discipline data, facilitate study and discussion of racism, and to develop and track measurable goals towards racial equity (2015-);*
- *Prioritizing the recruitment and retention of Black teachers and school leaders through deliberate policies & programs, national candidate recruitment, and by identifying and supporting the development and licensure of Black classified classroom support staff to assist them in teacher education and licensure (2015-);*

5. [IPS Bylaws and Policies, Policy 1619](#) Racial Equity Mindset, Commitment, and Action.

The screenshot shows the 'myIPS' website interface. At the top, there are tabs for 'FEATURED', 'MEETINGS', 'POLICIES', and 'LIBRARY'. Below the tabs is a search bar labeled 'Search Active Policies'. On the left side, there is a sidebar with a 'Book' dropdown menu set to 'BYLAWS AND POLICIES'. The sidebar lists various policy categories, including '1260 INCAPACITY OF THE SUPERINTENDENT', '1619 RACIAL EQUITY MINDSET, COMMITMENT, AND ACTION', '2000 PROGRAM', '3000 CERTIFIED STAFF', '4000 CLASSIFIED STAFF', '5000 STUDENTS', and '6000 FINANCES'. The main content area displays a table of policies. The table has columns for 'Book', 'Section', 'Title', 'Code', 'Status', 'Adopted', 'Last Revised', and 'Last Reviewed'. The policy '1619 RACIAL EQUITY MINDSET, COMMITMENT, AND ACTION' is highlighted. Below the table, there are two PDF links: 'Res. No. 7863 - Black Lives Matter.pdf (223 KB)' and 'BP 1619 - RACIAL EQUITY MINDSET, COMMITMENT & ACTION.pdf (298 KB)'. Red circles highlight the policy title and the PDF links.

3) **GENERAL POLICY STATEMENT**

- a. Indianapolis Public Schools (District) empowers and educates all students to think critically, creatively, and responsibly to embrace diversity and to pursue their dreams with purpose. The Board of School Commissioners (Board) is committed to creating an IPS community where student outcomes cannot be predicted by race or ethnicity.
- b. The Board acknowledges the history of racism and legalized segregation in the City of Indianapolis, the state of Indiana, and our country.
- c. As well as the District's past of actively participating in maintaining a system of racial inequality in the City of Indianapolis through its actions and inactions, policies and practices, budgets and priorities, advocacy and silence, and by too often privileging the prejudice of white parents over the interests of Black and Brown students.
- d. The Board also acknowledges how the implications of these actions continue to impact students and communities of color today.
- e. IPS is committed to identifying and correcting practices and policies that perpetuate the opportunity gap and institutional racism, within the District, in all forms in order to provide all its students with the opportunity to succeed.
- f. The purpose of this policy is to establish a framework for the mitigation or substantial reduction of bias, particularly racism and cultural bias, as well as factors affecting student achievement and learning experiences, and to promote learning and work environments that respect and value diversity, equity, inclusion, and belonging.
- g. Furthermore, the purpose is to establish actions that the District shall take to address disparities and disproportionalities in educational opportunity and achievement.

5) **COMMITMENTS & ACTIONS**

- a. The District will strengthen and expand its racial equity work to eliminate opportunity gaps and build the capacity of team members to persistently identify, and address individual bias, as well as disrupt institutionally racist, structures, and policies within the District.
- c. Create the infrastructure for all IPS staff members to have access to robust professional learning experiences around racial equity.
- f. Through targeted partnerships and programs, continue to increase the diversity of candidate pools and ensure that the entire employee tenure, from application to resignation/retirement, is grounded in the District's racial equity goals.
- h. Foster organizational and school cultures that consistently hold space for conversations around racial equity amongst staff members, students, families, and District partners.
- j. Expand ongoing efforts to identify and address racial disparities and disproportionalities in school suspensions, expulsions, and academic outcomes.
- k. Continuously assess immediate actions that the District can take to further the racial equity initiative and accelerate student academic outcomes.

Monroe County Community School Corporation (MCCSC) (IN School Corporation 5740)

Synopsis

Monroe County Community School Corporation maintains DEI-oriented policies and practices, as demonstrated in the MCCSC Board policies. Board policies demonstrate that systemic policies, practices, procedures, and behaviors perpetuate racial inequities in our schools and identify racial disparities exist in academic achievement. Additionally, MCCSC embraces Social Emotional Learning (SEL) and a “Whole Child Approach” directly embracing equity and inclusion. Attestation signed and on record with the Indiana Department of Education on April 29, 2025.

Specific Examples

1. [MCCSC School Board Policy](#)

Book: MCCSC Policy Manual

Section: 5000 - STUDENTS

Title: EQUITY-CENTERED SEXUAL IDENTITY AND GENDER INCLUSIVE POLICY

Code: 5519

Status: Active

Adopted: August 27, 2024

Purpose and Scope

The purpose of the Equity-Centered Sexual Identity and Gender Inclusive policy is to ensure that all members of the school community, regardless of sexual orientation, gender identity, or expression, feel safe, respected, and supported in their educational environment. This policy aims to foster a culture of inclusivity, equity, and diversity within the Monroe County Community School Corporation (MCCSC) by addressing the unique needs and challenges faced by lesbian, gay, bisexual, transgender, queer, questioning, intersex, asexual, and expanding identity (LGBTQIA+) students and families.

Educational Equity, as defined by Fraser (2008) and the Great Lakes Equity Center (2018), serves as the guiding principle of this policy. Educational Equity emphasizes the creation of an educational environment where policies, practices, interactions, and resources are accessible, representative, and responsive to all individuals. It seeks to empower every student towards self-determination and reduce disparities in outcomes, irrespective of individual characteristics and cultural identities.

MCCSC recognizes the importance of protecting the rights of LGBTQIA+ students as part of its commitment to Educational Equity. Ensuring a supportive and inclusive environment for LGBTQIA+ students not only aligns with the district's values of respect and diversity but also

enhances the overall well-being and academic success of all students. By implementing comprehensive policies and practices that affirm the identities and experiences of LGBTQIA+ individuals, MCCSC aims to create a school community where every member can thrive and reach their full potential.

2. Source: MCCSC School Board Policy

Book: MCCSC Policy Manual

Section: 5000 - STUDENTS

Title: ANTI-RACISM

Code: 5518

Status: Active

Adopted: February 28, 2023

Last Revised: February 27, 2024

Background and Purpose

The Monroe County Community School Corporation (MCCSC) Board of School Trustees values the racial, ethnic, cultural, sexual orientation, gender, gender identity, neurodivergent, religion, and socioeconomic diversity that is represented throughout our schools and community.

The MCCSC Board of School Trustees acknowledges the historical, complex and contemporary realities of systemic policies, practices, procedures and behaviors that perpetuate racial inequities in our schools. We recognize that significant racial disparities exist in academic achievement, exclusionary discipline outcomes, advanced course participation, special education identification, and graduation rates. These inequities consistently compromise meaningful access and opportunities for students from all racial and ethnic backgrounds, including Black, Indigenous, and People of Color (BIPOC).

3. MCCSC implements a Social Emotional Learning program from elementary school through middle school.

Sources: MCCSC website / Services / Social Emotional Learning / Social Emotional Learning Programs

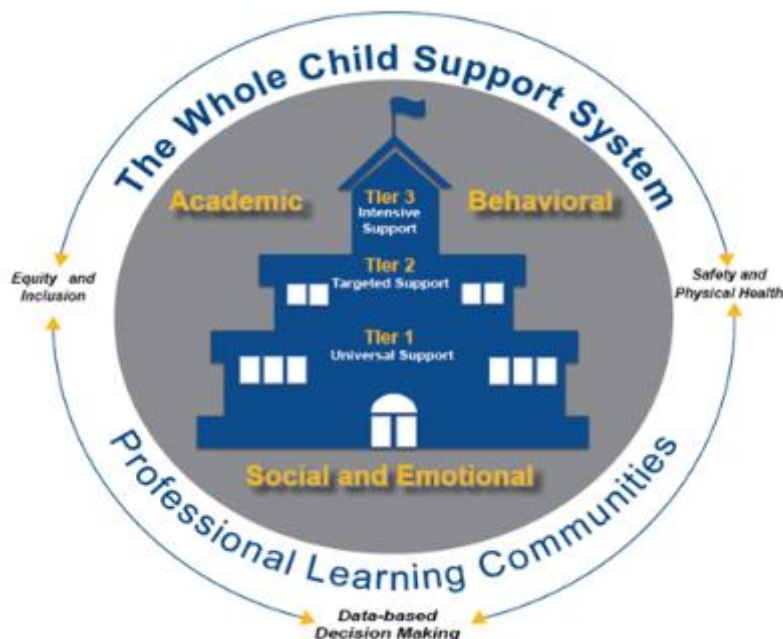


MCCSC utilizes the Second Step program for our Elementary and Middle school students.

- Second Step® Elementary (K–5) includes 20 weekly lessons per grade across four units. This program includes Brain Builder activities to support executive function and student engagement.
- Second Step® Middle School (6–8) includes 26 weekly lessons per grade across four units. This program also includes nearly 200 optional advisory activities to support additional SEL practice within the context of an advisory program.
- Lessons are reinforced throughout the academic day through brain builder activities, connections with core academic content areas, and daily interactions with teachers and peers.

4. MCCSC uses a whole child support system. This system includes equity and inclusion elements and social-emotional objectives.

Sources: MCCSC website / Departments Curriculum & Instruction / The Whole Child Support System



Noblesville Schools (IN School Corporation 3070)

Synopsis

Noblesville Schools' mission and policy language prominently feature DEI-aligned terms such as inclusive, diversity, equity, and culturally competent staff. These commitments are embedded in district-wide goals, staff development, and policy statements, signaling an institutional framework consistent with diversity, equity, and inclusion programming. The district's policies also include identity-specific protections and dress code enforcement tied to gender identity and sexual orientation. A community member reported in August 2025 that LGBTQ+ signage was displayed in all schools. Attestation signed and on record with the Indiana Department of Education on April 29, 2025.

Specific Examples

1. [Noblesville Schools Mission Statement](#)

Our Mission

Noblesville Schools creates an inclusive, learner-centered culture that develops future-ready skills through relevant experiences supported by strong relationships that celebrate diversity and promote equity among students, staff, parents, and the community.

2. [Noblesville Schools "Our Commitment"](#)

Our Commitments

Noblesville Schools is committed to:

- Teaching students to think critically, engage in dialogue, listen, consider multiple perspectives, use their voice, and value the humanity of others
- Promoting access, participation, and honoring the rights of all students, staff and families through our policies, procedures, and practices
- Responding to and meeting the unique needs of students, staff and families
- Cultivating trust, valuing dignity, empathy, and respect for students, staff, and families through words and actions
- Engaging in professional development
- Recruiting, supporting, retaining, and continually developing a culturally competent staff

3. [Noblesville Schools, High School Handbook](#), page 3

Noblesville Schools Nondiscrimination and Access to Equal Education Opportunity (Policy A100)

The Corporation does not discriminate on the basis of race, color, national origin, sex (including sexual orientation or transgender identity), disability, age (except as authorized by law), religion, military status, ancestry, or genetic information (collectively, "Protected Classes") in its educational programs or activities and does not tolerate harassment of any kind.

4. [Noblesville Schools, High School Handbook](#), page 29

Student Dress Code

Noblesville High School expects that all students will dress in a way that is appropriate for the school day or for any school-sponsored event. Student dress choices should respect the district's intent to sustain a community that is inclusive of a diverse range of identities. The school district is responsible for seeing that

5. [Noblesville Schools, High School Handbook](#), page 29

of a diverse range of identities. The school district is responsible for seeing that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student, and that dress code enforcement does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size.

6. [Noblesville Schools, High School Handbook](#), page 30

- Clothing possessing images, symbols or language that creates a hostile or intimidating environment based on any protected class or frequently marginalized groups, e.g. hate speech or the Confederate flag.

7. Source: Reported by a community member on August 7, 2025. LGBTQ+ Signage located in every Noblesville Schools building



School City of East Chicago (IN School Corporation 4670)

Synopsis

The School City of East Chicago adopted a strategic plan developed by Revolutionary ED, LLC that embeds Diversity, Equity, Inclusion, and Antiracism (DEIA) principles into district governance and operations. Approved by the Board on February 11, 2025, the plan includes cultural bias and antiracism workshops, systemic transformation training focused on dismantling “systemic racism,” and equity-based governance practices. These initiatives institutionalize identity-conscious policies and resource allocation models. Attestation signed and on record with the Indiana Department of Education on April 9, 2025.

Specific Examples

During the board meeting on February 11, 2025, the Board approved Revolutionary ED’s proposal to create a Strategic Plan.

1. [Approved Strategic Plan](#), page 2

About Revolutionary ED, LLC

Revolutionary ED, LLC will support and empower school systems to dismantle systemic racism in education and promote antiracism through cultural responsiveness, diversity, equity, and inclusion. Systemic Transformation Revolutionary ED, LLC will support our thought partners with understanding the organization's history, analyzing the sources and root causes of institutional racism, implicit bias, explicit bias, and inequities, as well as inattention to diversity and inclusion, including areas in which underserved students who are Black, Indigenous and People of Color (BIPOC) lack access to rigorous and engaging educational programs and resources.

Strategic Planning & Strategic Thinking that Embraces Diversity, Equity, Inclusion and Antiracism

Revolutionary ED, LLC will support our thought partners with ensuring actionability as well as forging coalitions, support networks, and cross-institutional partnerships to address key areas in need of improvement.

Scaling Up the Work

Revolutionary ED, LLC will support thought partners with moving beyond initial coalition building and professional learning to effect substantive organizational change and reform, including data analysis to confirm the impact of the work on student achievement, efficacy, and social-emotional well-being.

Sustainable Work

Revolutionary ED, LLC will support our thought partners with ensuring that the school system policies and practices reflect consistently the tenets of antiracism articulated in the system, including sustained leadership and financial support to ensure total organizational transformation.

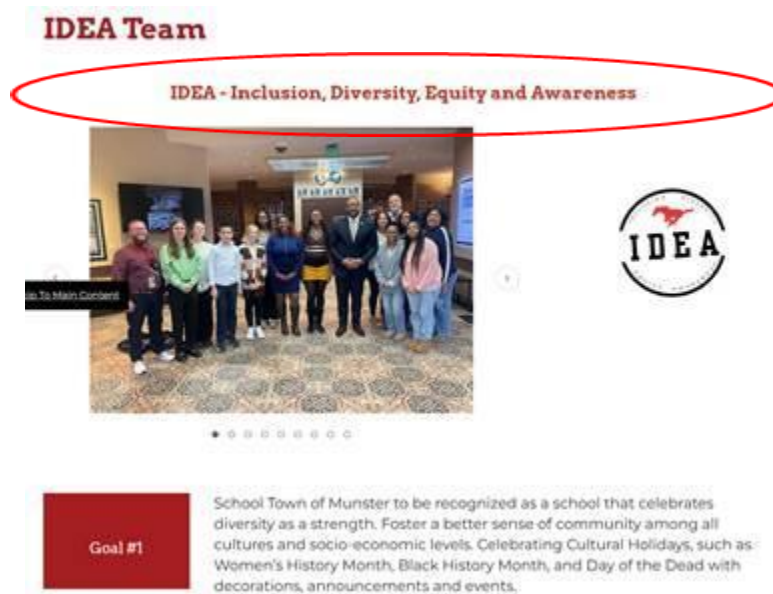
School Town of Munster (STM) (IN School Corporation 4740)

Synopsis

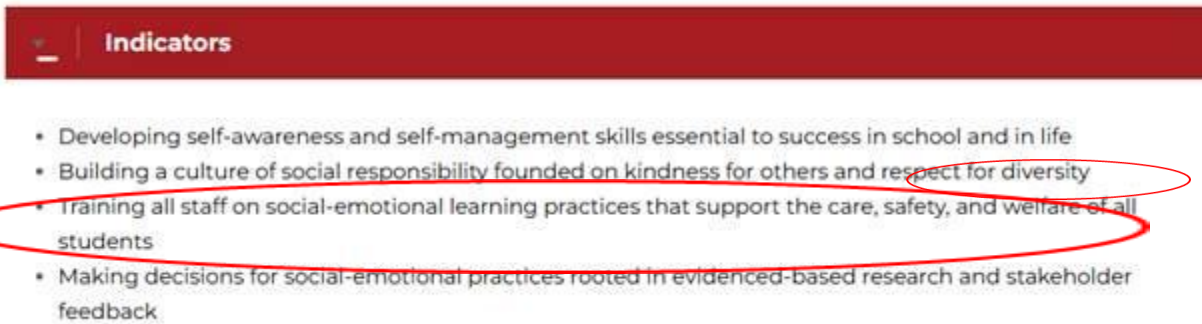
The School Town of Munster maintains active DEI-oriented programs through its Inclusion, Diversity, Equity & Awareness (IDEA) Team, which serves as a formal district DEI initiative. The IDEA Team promotes diversity celebration, cultural community-building, staff bias training, and targeted support programs for underrepresented groups. Publicly documented activities include participation in cultural events such as Juneteenth celebrations and a community “Diversity Dinner,” as well as partnerships with student identity-based clubs like the Black Culture Club. These initiatives reflect institutional alignment with DEI ideology and the use of public resources for identity-centered programming. Attestation signed and on record with the Indiana Department of Education on April 29, 2025.

Specific Examples

1. [School Town of Munster website](#) - Publicly identifies the IDEA Group (Inclusion, Diversity, Equity & Awareness Team) as an active district initiative with a goal of promoting celebration of diversity as strength, training staff to recognize and confront personal bias.



2. [School Town of Munster website](#) – District Priorities, Personal Growth, Engagement and Well-Being, Social Emotional Learning training for all staff



Indicators

- Developing self-awareness and self-management skills essential to success in school and in life
- Building a culture of social responsibility founded on kindness for others and respect for diversity
- Training all staff on social-emotional learning practices that support the care, safety, and welfare of all students
- Making decisions for social-emotional practices rooted in evidenced-based research and stakeholder feedback

South Bend Community School Corporation (SBCSC) (IN School Corporation 7205)

Synopsis

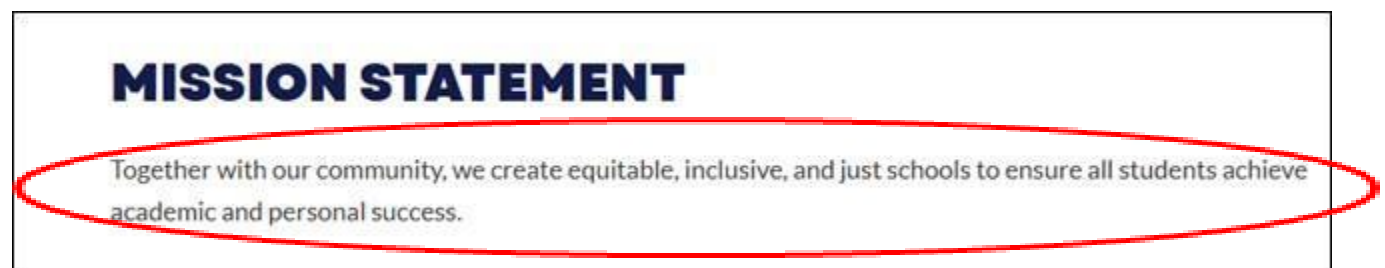
The South Bend Community School Corporation (SBCSC) has integrated equity and inclusion in their mission statement. SBCSC's Student Services structure includes identity-specific programming and leadership, including a Director of African American Services whose stated responsibilities focus on academic success among African American students. The Student Services department's focus is "Equity. Inclusion. SEL." (Social Emotional Learning). The administrative support staff for the team reports to the Assistant Superintendent of Equity, Diversity, and Inclusion. Attestation signed and on record with the Indiana Department of Education on April 29, 2025.

Specific Examples

1. SBCSC's strategic plan includes:

- Ensure 75% of African American students attend a school meeting or approaching standards under Indiana's federal accountability system within four years.
- Require professional learning opportunities in diversity, equity and inclusion for all corporate staff.
- Implement and integrate Social Emotional Learning curriculum across all grade levels.

Source: [South Bend Community School Corporation Mission Statement](#)



2. The Leadership Team includes a Director of District-wide Collaboration to support success among African American students

Source: [South Bend Community School Corporation Student Services Department Leadership](#)

DISTRICT →

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 **SOUTH BEND
COMMUNITY
School Corporation**

DISTRICT **ACADEMICS** **PROGRAMS & SERVICES** **PROSPECTIVE FAMILIES** **DIRECTORY**

Calendar Careers Safety Concern Portals ▾ Language ▾ Search Schools



Email Stephanie: sseward-bridges@sbcsc.k12.in.us

Stephanie Steward-Bridges

Director of African American Services

Accountable in the following areas of social-emotional support services:

- Director of district-wide collaboration to support academic success among African American students in SBCSC K-12
- Director of the School Climate Transformation Grant: CARE (Climate Achievement Resilience Equity!)
- Supervisor of nurses and mental health coach.
- Supervisor of homeless and foster care programming specialists
- Coordinator of the Lead Social Worker Rapid Response Team
- Collaborator in designing and implementing Positive Behavioral Interventions and Supports (PBIS) for all schools

3. Equity, Inclusion and SEL

Source: [South Bend Community School Corporation – Student Services](#)



OUR VISION

Children of all cultures and backgrounds are afforded equitable opportunities through social and emotional supports provided by highly effective staff and by a system of family and community partners who are dedicated to preparing all students to be college, career, and life ready.

OUR VISION

Children of all cultures and backgrounds are afforded equitable opportunities through social and emotional supports provided by highly effective staff and by a system of family and community partners who are dedicated to preparing all students to be college, career, and life ready.

OUR MISSION

Student Services will empower all students to succeed in school and life through tiered support systems, family engagement, and community partnerships.

4. Objective 3 – Guarantee all children access to high-performing schools – success measures only for African American students

Source: [South Bend Community School Corporation 2026 Strategic Plan, page 4](#)

Objective 3: Guarantee all children access to high-performing schools.
Student performance in the corporation varies widely across schools, with high-performing programs co-existing with others that have for years struggled to raise student achievement. With the creation of the Empowerment Zone in 2019, the corporation has committed to providing underperforming schools with the resources and autonomy necessary for the success of turnaround efforts. The district must continue to support SBEZ in these efforts, while ensuring intensive supports and strategies crucial to academic success at other high-poverty schools.
Action Items
Conduct school quality reviews for objective evaluations of schools historically not meeting expectations.
Provide ongoing support to the Empowerment Zone through continued refinement of central services and planning for long-term sustainability.
Provide intensive supports and interventions for schools at risk of SBOE interventions, leveraging grant resources for turnaround efforts.
Ensure increased and equitable access to all SBCSC schools and programs.
Measures of Success
Observe schools meet 50% of standards observed under local school quality review processes within three years.
Ensure 75% of African-American students attend a school meeting or approaching standards under Indiana's federal accountability system within four years.
Increase the percentage of SBCSC schools meeting or approaching accountability standards from 31% to 65%.

5. Strategic Plan Objective 4 – DEI training for all corporate staff

Source: [South Bend Community School Corporation 2026 Strategic Plan](#), page 5

Objective 4: Attract, develop, and retain high-quality and diverse staff.

In an effort to become the area's first choice in K-12 education, it is essential that we provide our students access to the highest quality teachers, administrators, and support staff. Becoming the first choice for new and experienced educators across the region requires salary and career pathway investments necessary to attract and retain talent, while at the same time providing the training and support necessary to develop the skills of all educators. Increased compensation and advancement must be accompanied by a clear recruitment strategy, with focused efforts to develop a diverse workforce reflective of the corporation's student population.

Action Items
Establish a competitive and expanded teacher salary framework, including rewards for advanced credentials and responsibilities that contribute to student success.
Develop teacher certification pathways aimed at improving retention of emergency permit educators and high need certification areas.
Expand teacher recruitment, with special emphasis on HBCU and HSI schools of education, and ensure a climate of support that ensures retention.
Establish teacher induction and onboarding processes, including early career mentoring and job-embedded professional learning.
Require professional learning opportunities in diversity, equity, and inclusion for all corporation staff.
Measures of Success
Ensure 75% of all newly hired instructors successfully complete new teacher induction and all associated professional learning within 2 years.
Increase from 16% to 32% the percentage of teachers, administrators, and staff from historically marginalized and underrepresented populations.
Achieve a 80% retention rate at each building among effective and highly effective educators before 2026.

6. Strategic Plan Objective 5 – Implement and integrate SEL curriculum across all grade levels.

Source: [South Bend Community School Corporation 2026 Strategic Plan](#), page 6

Objective 5: Establish tiered systems of support to create positive classroom environments for all.

SBCSC aims to create safe, culturally responsive, and trauma-informed learning environments. To achieve this goal, we must guarantee multi-tiered systems of support accessible to all schools and student populations, with an emphasis on positive behavior interventions and support (PBIS), restorative justice, and trauma-informed care. The establishment of comprehensive support structures lays the groundwork for academic improvement, but more importantly facilitates the development of the social and emotional skills so critical to the long-term success of our students.

Action Items
Implement and integrate Social and Emotional Learning curriculum across all grade levels.
Consistently train and implement SBCSC Code of Conduct.
Implement professional learning in PBIS and restorative justice to create a positive student environment.
Establish discipline data review teams and processes at each school to conduct root cause analysis and develop building-level strategies for correcting disproportionality.
Provide wraparound supports for at-risk students to prevent drop-out or expulsion, including collaboration with local mental health providers and youth agencies.
Measures of Success
Observe 75% implementation of multi-tiered system of support practices (Tier 1, 2, and 3 practices) in all buildings.
Reduce out-of-school suspension rates for African-American students from 21% to 10% or below by 2026.
Increase to 80% in all buildings the percentage of students who believe SBCSC is a safe, welcoming, and warm environment, as measured by climate survey indicators by 2026.