



OKEMOS
PUBLIC SCHOOLS

Equity Plan

June 2022

INTRODUCTION

BACKGROUND

In March 2012, The Okemos Public Schools' Board of Education adopted a Strategic Plan that established priorities for the district from 2012-2016. This strategic planning process was characterized by full and active participation of 36 planners, who identified the critical issues facing the district and developed broad goals and strategies to address them. One of the identified critical areas of focus was DIVERSITY. Specifically, two goals were established:

- Establish the district as a leader within the community for promoting and establishing a positive direction toward inclusive diversity.
- Create a school environment where students, staff and community recognize and appreciate the diverse attributes and identities of each other.

Recognizing the importance and commitment to this work, the Superintendent established the following professional goal: "Create a culturally competent and responsive school environment where students, staff and community recognize, embrace, celebrate, appreciate and value the diverse attributes and identities of each other."

The district established the Cultural Diversity Advisory Committee to inform and advise the Superintendent, promoting informed, relevant and impactful action. During the spring of 2014, all high school students, staff members, parents/guardians and community members were invited to consider serving on this committee, and 17 individuals with very diverse backgrounds and perspectives were selected. This committee served a critical role in the development of the original equity plan.

Based on a variety of data sources, it was evident that a focused and strategic effort was needed to create a culturally competent, responsive and inclusive school environment for ALL our students. Critical components in defining our current reality, identifying areas of focus, and informing specific goals included student (grades 7-12), parents/guardian (K-12) and staff (K-12) surveys, discipline data, special education reports, and achievement data, as well as formal and informal conversations with students, parents/guardians, staff and community members.

The Equity Plan of 2016 reflects the ideas brought forward by the Cultural Diversity Advisory Committee and other community members. Many parts of the plan were implemented - and continue to be implemented - but we recognize that there is still much work to do.

In August 2021, the district hired a Director of Diversity, Equity, and Inclusion to lead and support its equity initiatives, including a revision and revitalization of the 2016 Equity Plan. The Diversity, Equity, and Inclusion Advisory Coalition (DEIAC) - a group of students, staff, caregivers, and community members - is charged with overseeing the revision process. In the spring of 2022, work teams composed of a variety of stakeholders met

to review the plan and offer suggestions, and there were two community input sessions during which people provided feedback. Other data sources used to inform the process include: community-wide survey (administered in spring 2021), student surveys (grades 5-12), focus groups, informal conversations, and electronic feedback forms.

The DEIAC added the Culturally Responsive-Sustaining Education (CRSE) Framework (New York State Education Department) to our revision process. The framework helps us to more clearly define our vision and guiding principles. It includes guidance for all stakeholder groups (students, teachers, school and district leaders, families and community members), provides research-based approaches and resources, and can be used to explicitly unify our practices, policies, and procedures.

PURPOSE & GUIDING PRINCIPLES

The purpose of the equity plan is to provide the district with direction for creating learning environments that are safe, healthy, and effective for everyone, students and adults alike.

The following principles are at the core of our equity work:

INCLUSIVITY - Every student has the right to feel safe, happy, affirmed, and encouraged as a part of their OPS experience. We believe that our learning community must provide spaces in which all individuals can safely be their authentic selves and reach their full potential.

DIVERSITY - We recognize that our students, families, staff, and community members bring with them diverse and unique identities, abilities, and strengths. We will work to ensure that this rich diversity (and other forms of diversity) is reflected in the policies and practices in OPS.

EQUITY - We are committed to making sure that each individual has access to, can meaningfully participate in, and make progress in high-quality learning experiences that result in empowerment and academic success.

COLLABORATION - Our system must be representative of, constructed by, and responsive to all of our stakeholders.

REFLECTION - Making continuous progress requires us to reflect on our intentions, evaluate our processes and practices, and measure our impacts. We know that a perfect equity plan does not exist, so this plan will be a working document, continually reshaped by our community to meet new challenges that emerge.

DATA-DRIVEN DECISION-MAKING - Data from diverse sources will be routinely collected and analyzed, and we will use new information to guide our decision-making and inform the ways in which we adapt to the needs of our community.

PROCESS

The plan that follows represents our best thinking at this point in time. As we continue to gather and analyze data, reflect on our practices, and develop our collective understanding of diversity, equity, and inclusion, we will adapt and amend this plan to better suit our students' and the broader OPS community's needs.

The plan belongs to the OPS community, and it should be developed by those within and impacted by the community. To that end, we will invite a variety of voices into the building and implementation of our initiatives. Together, we will build a better OPS.

PHASE 1: Operationalizing the Plan - Summer & Fall 2022

Core planning teams, which are subcommittees of the DEIAC, will be established to build upon the goals and strategies in each focus area, and they will each have a variety of stakeholders (students, staff, caregivers, community members) driving the work. The four teams will be:

- Authentic Selves & Relationships
- Culturally Responsive-Sustaining Education
- Instruction/Curriculum/Assessment
- Policies/Practices/Procedures

Each team will be responsible for creating an action plan. They will:

- Recruit additional people to participate on the work team if necessary. Ensure that multiple identities are included on the team.
- Add or modify strategies that will help us reach our goals.
- Determine what the “indicators of success” will be for each strategy. Success may look different for different stakeholder groups. The driving question will be, “How do we know that what we’re doing is advancing equity in OPS?”
- Identify who will be responsible for carrying out and overseeing the strategies.
- Set target dates (“checkpoints”) for monitoring and improving our efforts.

PHASE 2: Implementation - 2022-23 School Year

Core team members will coordinate with the Director of Diversity, Equity, and Inclusion to communicate their action plan with school and district leaders. These groups will collaborate to identify people to work on each part of the plan, and implementation of the strategies will begin. The action plan will be followed, and adaptations will be made as necessary.

PHASE 3: Annual Review - Summer 2023

Each core planning team will examine the indicators of success in their focus area and determine what’s working, what’s not, and what changes need to be made for continued implementation. Multiple data sources will be utilized to inform decision-making, including both quantitative (e.g. number of suspensions, math assessment scores) and qualitative (e.g. interviews, surveys).

KEY DEFINITIONS

Accessibility - By design, an accessible system gives all people access to educational experiences, information, and services. Every person is given the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services without having to ask, go out of their way, or endure exceptional barriers. Examples: A student with food allergies can access the dinner at prom without worrying about health risks because the menu has been made available prior to the event. A teacher labels every item in her classroom with its name in English to support her students who are learning English as a second language.

Culture - A person's culture is their knowledge, experiences, beliefs, values, attitudes, ways of making sense of the world, behaviors, etc. School culture reveals its beliefs and values through how schools/districts operate (interactions, practices, policies, etc.). Example: Part of a Muslim student's culture is daily prayer. Because their school's culture centers on diversity, it has designated a private room in which students of any religious background can pray.

Diversity - Diversity is the difference in attributes such as race, ethnicity, gender identity, gender expression, sexual orientation, religion, socioeconomic status, ability/disability, family status, nationality, language, among others. Example: The high school wrestling team includes students who identify as male, female, and non-binary, making it the most diverse wrestling team in the county.

Student Engagement - We believe that students who are interested and inspired learn better. In a learning environment, engagement means that students have positive connections with peers and adults, they pay attention during instruction, and they're interested in and curious about what they're being asked to learn. People can be engaged intellectually, socially, emotionally, culturally, and behaviorally. Engagement also means that people are included in program design and decision-making. Example: The highly-engaged United in Social Progress group at the high school identifies social problems, researches how best to address them, and leads initiatives to benefit their peers.

Community Engagement - As we work to understand and center our community members, we make it easy for them to interact with one another and participate in activities, we provide multiple avenues for communication, and we partner with them whenever possible. Community engagement results in deeper relationships between the district and families. Example: The district hosts an annual community event for all ages with food, informational booths, and fun activities to promote partnership and a sense of belonging.

Equity - Being equitable means that we are creating fair and inclusive learning experiences for all students. Every person has opportunities to thrive and reach their potential. They all get what they need, and needs will differ from person to person. Equity is often mixed up with equality, which means that everyone gets the same support. Examples: Because she broke her arm, the young woman wrote slower than usual; she was given extra time to take her final exam. A student who is not reading at grade level will be invited to summer school, while others who are reading at or above grade level will not.

High Expectations - We believe that holding students to high expectations provides them access to a high-quality education and outcomes. We acknowledge that the pathways to success may be different for students with diverse learning needs and will require varying/additional supports.. Example: A student who struggles with writing will be allowed to show mastery of skills during a one-on-one conversation with a teacher, while other students will respond to the same questions on a written test.

Inclusion - Inclusion means that we are intentionally taking steps to ensure that all members of our community - students, staff, families, community partners - are valued, accepted, supported, and represented. We work to identify and remove barriers so students have access to and can participate in learning, especially for those who might otherwise be excluded or marginalized because they have physical or mental disabilities, speak a language other than English, are not White, practice a religion other than Christianity, are part of the LGBTQ+ community, etc. Examples: A teacher uses a variety of instructional strategies - whole group, small group, individual, cooperative learning, project-based learning - to reach students who have different learning styles. Students are allowed to participate in sports that align with their gender identity.

Marginalization - People or groups who are marginalized are treated as insignificant or pushed to the edges of society. A historically marginalized group has been denied full participation in mainstream cultural, social, political, and economic activities. Example: Native Americans are a historically marginalized group of people, and they were not considered US citizens under the law until 1924.

Oppression - In general, oppression is an imbalance of authority or power, which results in some people being limited or disadvantaged. "Systems of oppression" are systems that disadvantage (discriminate against) some groups and advantage (benefit) others. Examples: racism, sexism, ableism, classism, ageism, heterosexism, anti-Semitism, among others. Example: Some Jewish students are oppressed when teachers schedule tests during Rosh Hashanah or Yom Kippur.

Privilege - Privilege describes the unearned advantages and benefits that people receive because of the social groups to which they belong. The presence of privilege indicates an imbalance of power within a system. Examples: Religious privilege is when you automatically get a day off from work to celebrate your holidays. If you are straight and don't have to worry about your safety or sense of belonging when you talk about your romantic relationships, you have heterosexual privilege.

GOALS

AUTHENTIC SELVES & RELATIONSHIPS

GOAL #1: OPS is an inclusive district in which students, staff, families, and community members accept and respect the diverse identities of one another.

Strategies:

- 1.1 Provide people with opportunities to explore, reflect, learn more about, and celebrate themselves and one another.
- 1.2 Teach and practice the skills necessary for working with people from diverse cultures and backgrounds.
- 1.3 Amplify students' voices.

GOAL #2: Our relationships are built upon actions that promote and sustain mutual trust and respect.

Strategies:

- 2.1 Promote the use of **restorative practices** when relationships have been harmed (rather than punishment). *Restorative practices are ways of working through conflicts and repairing any harm that has been done. The five principles of restorative practices are: relationship, respect, responsibility, repair, and reintegration.*
- 2.2 Implement SEL programming that teaches and reinforces healthy relationships and **empathy**. *In this context, empathy means to be aware of and sensitive to the feelings and experiences of another person, to see things from their point of view.*

GOAL #3: We utilize effective, consistent, culturally and linguistically responsive, and honest communication strategies to build community and establish collaboration.

Strategies:

- 3.1 Develop ways to communicate with Okemos residents who do and do not have students enrolled in OPS.
- 3.2 Make accessible and readable information available to families in a variety of modes, including translations and accommodations for those with disabilities.

CULTURALLY RESPONSIVE-SUSTAINING EDUCATION

GOAL #4: We have developed a district culture in which students, staff, families, and community members are prepared for an increasingly diverse society and world.

Strategies:

- 4.1 Students and staff will be equipped to understand conscious (explicit) bias, unconscious (implicit) bias, and their impacts.
- 4.2 Build an understanding of how power and privilege work to systematically advantage some while disadvantaging others.
- 4.3 Develop skills to interact effectively and respond to all cultural differences in a knowledgeable, respectful, and positive manner.

INSTRUCTION/CURRICULUM/ASSESSMENT

GOAL #5: Our district's instructional practices, curriculum, and assessment methods are responsive to and inclusive of diverse perspectives, abilities, and cultures.

Strategies:

- 5.1 Include diverse cultures and perspectives in curricular materials. ("Children need windows and mirrors. They need windows in which they see themselves and windows through which they see the world." - Dr. Rudine Sims Bishop)
- 5.2 Teach students critical thinking skills.

GOAL #6: Our students' academic assessment data show that the opportunity gaps between student groups have decreased.

Strategies:

- 6.1 Create and evaluate assessments that are free of bias and allow students to demonstrate what they have learned in multiple ways.
- 6.2 Utilize both **quantitative** (e.g. academic assessment scores, suspension data) and **qualitative** (e.g. interviews, surveys, focus groups) methodologies to explore and evaluate efforts to improve equity in academic proficiency among students.

POLICIES/PRACTICES/PROCEDURES

GOAL #7: OPS has a clear public statement of its values and commitment to diversity, equity, and inclusion.

Strategies:

7.1 Develop statement on the district's values and commitment to diversity, equity, and inclusion.

7.2 Routinely share the district's statement with students, staff, caregivers, and community members in multiple ways.

GOAL #8: OPS policies, practices, and procedures are representative of, constructed by, and responsive to students, staff, families, and community members.

Strategies:

8.1 Review, revise, and implement incident reporting mechanisms to ensure that they are accessible.

8.2 Review, revise, and implement hiring practices for recruiting and retaining a diverse staff.

8.3 Conduct periodic review of school policies (i.e. dress code, discipline code, conduct code) by collaborating with students, staff, caregivers, and community members.

8.4 Incorporate research-based best practices into policies, practices, and procedures (e.g. restorative practices, culturally-responsive positive behavior intervention and support, etc.).

AREAS OF FOCUS

The Okemos Equity Plan is divided into four focus areas:

- Authentic Selves & Relationships
- Culturally Responsive-Sustaining Education
- Instruction/Curriculum/Assessment
- Policies/Practices/Procedures

Each area focuses on and highlights goals aimed at enhancing equity in the Okemos Public Schools. Included are specific action steps, indicators of success, accountability, and timelines for completion.

AUTHENTIC SELVES & RELATIONSHIPS

A commitment to equity means creating welcoming and affirming environments for everyone. These are spaces in which people can find themselves represented and reflected, and where all people are treated with respect and dignity. The environments created in OPS should ensure that all cultural identities (e.g. race, ethnicity, ability/disability, national origin, age, gender identity and expression, sexual orientation, disability, language, religion, socioeconomic background) are affirmed, valued, and used as vehicles for teaching and learning. Relationships of all kinds will be built upon valuing diversity, empowering each other, and finding joy in our shared experiences.

GOAL #1 (What we *experience*): OPS is an inclusive district in which students, staff, families, and community members accept and respect the diverse identities of one another.

Strategies:

- 1.1 Provide people with opportunities to explore, reflect, learn more about, and celebrate themselves and one another.
- 1.2 Teach and practice the skills necessary for working with people from diverse cultures and backgrounds.
- 1.3 Amplify students' voices.

	Actions (What we do)	Indicators of Success (Measuring our <i>impacts</i>)	Accountability (Who is responsible)	Timeline (Checkpoints)
STAFF	(1.1) Staff will participate in anti-bias/anti-racist learning opportunities such as: • Justice Leaders Collaborative Core Course • African American Student Institute (MDE) • Anti-bias/anti-racist study groups (1.1) Build self-awareness through the exploration of social identities and how they relate to those of other people. Opportunities will be facilitated by the district (e.g. book groups, PLCs, etc.). Topics will include: - Personal identity - Social identity - History of Okemos (1.3) Establish new staff affinity groups to support identity development (and continue to support existing groups).	Participation in learning opportunities Pre- and post-surveys		
STUDENTS	(1.3) Establish new student affinity groups to support identity development (and continue to support existing groups). (1.3) Celebrate student successes, identities, and strengths - academic, social, artistic, athletic. (Examples: creative arts showcase, athletic awards banquet,	Participation in affinity groups Create a Youth Participatory Action Research group at Kinawa		

	“Diversity Day” assembly, recognition for community service in FLEX videos, among others).			
FAMILIES/ COMMUNITY	(1.1, 1.2) Facilitate community conversations about self-awareness and social identities. Possible topics include: • History of Okemos • Holidays - religious, cultural • Awareness of health differences (e.g. disabilities, mental health issues, etc.) • Racism & white supremacy • Gender identity & pronouns	Schedule of community conversations (topics, guests) Participation in events Pre- and post-surveys		

GOAL #2 (What we experience): Our relationships are built upon actions that promote and sustain mutual trust and respect.

Strategies:

2.1 Promote the use of **restorative practices** when relationships have been harmed (rather than punishment). *Restorative practices are ways of working through conflicts and repairing any harm that has been done. The five principles of restorative practices are: relationship, respect, responsibility, repair, and reintegration.*

2.2 Implement SEL programming that teaches and reinforces healthy relationships and **empathy**. *In this context, empathy means to be aware of and sensitive to the feelings and experiences of another person, to see things from their point of view.*

	Actions (What we do)	Indicators of Success (Measuring our impacts)	Accountability (Who is responsible)	Timeline (Checkpoints)
STAFF	(2.1) Utilize restorative practices to create understanding, teach and build empathy, and repair harm (Student behavior management). (2.2) SEL curriculum will be taught in all grade bands (K-4, 5-8, and 9-12).	Process for responding to behavior issues includes restorative practices (CRPBIS) Staff training in restorative practices, SEL state standards, instructional practices. SEL curriculum - Pacing guides/instructional calendars, pre- and post survey data Tracking system - # of times restorative practices are used		
STUDENTS	(2.1) Utilize restorative practices to create understanding, teach and build empathy, and repair harm. (Conflicts with peers)	Lesson(s) about restorative practices (what, why, how) Tracking system - # of times restorative practices are used		

FAMILIES/ COMMUNITY	(2.1) Utilize restorative practices to create understanding, teach and build empathy, and repair harm. (Conflicts between school and families) (2.1, 2.2) Facilitate community conversations about restorative practices and SEL topics.	Schedule of community conversations (topics, guests) Participation in events Pre- and post-surveys Lesson plans & implementation Tracking system - # of times restorative practices are used		
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GOAL #3 (What we *experience*): We utilize effective, consistent, culturally and linguistically responsive, and honest communication strategies to build community and establish collaboration.

Strategies:

3.1 Develop ways to communicate with Okemos residents who do and do not have students enrolled in OPS.

3.2 Make accessible and readable information available to families in a variety of modes, including translations and accommodations for those with disabilities.

	Actions (What we do)	Indicators of Success (Measuring our <i>impacts</i>)	Accountability (Who is responsible)	Timeline (Checkpoints)
STAFF	(3.1) Develop and adopt a “civility code” to guide communications and interactions. (3.1) Develop and implement internal and external communication plans. Prioritize the development of ways for families/community members/students to provide feedback to the district. (3.2) Utilize Language Line (or similar) for interpretation during parent meetings (including IEPs)	Mobile-friendly website Dashboard for student data		
STUDENTS	(3.1) Develop and adopt a “civility code” to guide communications and interactions.			
FAMILIES/ COMMUNITY	(3.1) Develop and adopt a “civility code” to guide communications and interactions.			

CULTURALLY RESPONSIVE-SUSTAINING EDUCATION

OPS learning environments must affirm racial, linguistic, and cultural identities while simultaneously preparing students for an increasingly diverse world. In order to do so, OSP must develop students' abilities to connect with people who are different from them while we also develop policies and practices that amplify the voices of everyone in the community, especially those who have been historically marginalized. We believe an excellent education is one that empowers students as self-advocates and change agents. We must be responsive to our students' multiple expressions of diversity, recognizing them as assets for teaching and learning, and provide environments in which diversity can thrive and students' authentic selves are sustained.

(Resource: New York State Education Department's [Culturally Responsive-Sustaining Education Framework](#))

GOAL #4 (What we experience): We have developed a district culture in which students, staff, families, and community members are prepared for an increasingly diverse society and world.

Strategies:

- 4.1 Students and staff will be equipped to understand conscious (explicit) **bias**, unconscious (implicit) bias, and their impacts.
- 4.2 Build an understanding of how **power** and **privilege** work to systematically advantage some while disadvantaging others.
- 4.3 Develop skills to interact effectively and respond to all cultural differences in a knowledgeable, respectful, and positive manner.

	Actions (What we do)	Indicators of Success (Measuring our impacts)	Accountability (Who is responsible)	Timeline (Checkpoints)
STAFF & STUDENTS	(4.1) Provide lessons about conscious (explicit) bias , unconscious (implicit) bias, and their impacts. Topics will include: - Microaggressions - Confirmation bias - Affinity bias	Decrease the number of events involving discrimination due to conscious and unconscious bias. (Suspension data, behavior documentation, incident reports) Lesson plans & implementation		

	(4.2) Provide lessons about how power and privilege work to systematically advantage some while disadvantaging others. Topics will include: - Structural forms of oppression (e.g. racism, sexism, ableism, xenophobia, transphobia, homophobia) - White supremacy - Anti-Blackness - Marginalization (4.3) Learn and practice communication skills to respectfully interact with others and respond to cultural differences.	Pre- and post-surveys		
FAMILIES/ COMMUNITY	(4.1, 4.2) Facilitate community conversations about self-awareness, social identities, bias, power, and privilege. (4.3) Provide learning opportunities for families/communities about the connections between cultural identities (e.g. race, gender identity, religion, etc.), curriculum, and forms of oppression.	Schedule of community conversations (topics, guests) Participation in events Pre- and post-surveys Lesson plans & implementation		

INSTRUCTION/CURRICULUM/ASSESSMENT

The OPS mission is “Together...educating with excellence, inspiring each learner for life.” Excellence means having high expectations for all students and providing rigorous and intellectually challenging instruction. Excellence also means considering the different ways in which students learn, fostering their critical thinking skills, encouraging risk-taking, and helping them learn from mistakes.

GOAL #5 (What we *experience*): Our district’s instructional practices, curriculum, and assessment methods are responsive to and inclusive of diverse perspectives, abilities, and cultures.

Strategies:

- 5.1 Include diverse cultures and perspectives in curricular materials (“Children need windows and mirrors. They need windows in which they see themselves and windows through which they see the world.” - Dr. Rudine Sims Bishop)
- 5.2 Teach students critical thinking skills.
- 5.3 Implement culturally responsive instructional practices.

	Actions (What we do)	Indicators of Success (Measuring our impacts)	Accountability (Who is responsible)	Timeline (Checkpoints)
STAFF	(5.1) Ensure that K-12 curricular materials include the histories, voices, perspectives, and social movements of Black, Indigenous, Latinx, Asian, Arab, ability/disability, and LGBTQ+ communities, among others. (5.1) Review reproductive health curriculum to ensure that it is accessible, inclusive, and culturally responsive.	Curriculum reviews that use an anti-bias/equity tool Purchase of supplemental materials/content if necessary Partner with Nokomis for 4th grade Native American units (expand on OPM pilot) PHASE meetings - agendas, minutes		

STUDENTS	(5.2, 5.3) Students will learn how to respectfully consider multiple perspectives, determine the credibility of sources and arguments, draw and expand upon conclusions, and apply their knowledge. • Project-based learning • Real-world applications	Lesson plans & implementation Pre- and post-surveys Student work Student interviews/focus groups		
FAMILIES/ COMMUNITY	(5.1) Facilitate community conversations about instructional practices, curriculum, and assessment methods.	Schedule of community conversations (topics, guests) Participation in events Pre- and post-surveys		

GOAL #6 (What we experience): Our students' academic assessment data show that the opportunity gaps between student groups have decreased.

Strategies:

6.1 Create and evaluate assessments that are free of bias and allow students to demonstrate what they have learned in multiple ways.

6.2 Utilize both **quantitative** (e.g. academic assessment scores, suspension data) and **qualitative** (e.g. interviews, surveys, focus groups) methodologies to explore and evaluate efforts to improve equity in academic proficiency among students.

	Actions (What we do)	Indicators of Success (Measuring our impacts)	Accountability (Who is responsible)	Timeline (Checkpoints)
STAFF	(6.2) Utilize district and school data days and PLCs to review data for individual and/or groups of students to plan for interventions and progress monitoring. (6.1) Provide professional learning opportunities on formative assessment, including influence of bias, development of bias-free assessments, etc.	Schedule of data days and PLCs Protocol for collecting and analyzing data Lesson plans & implementation		
STUDENTS	(6.1) Provide students with choices when assessing their proficiency. (6.1, 6.2) Students track their own progress in quantitative and qualitative ways. (6.2) Celebrate students' academic growth and strengths and career pathways (NOT just for high GPAs)	Assessments with multiple formats Student self-tracking protocols Schedule of student celebrations		

FAMILIES/ COMMUNITY	(6.2) Share student data with families/community in multiple ways.	Board presentations Communications to families/community (e.g. emails, newsletters) Community forums to discuss the implications of our data		
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POLICIES/PRACTICES/PROCEDURES

To build a system that best serves our students and their families, we have to be intentional in how we lead and govern the district. We must continually and critically examine the power structures within our district to ensure that our policies, practices, and procedures reinforce and uphold our guiding principles.

GOAL #7 (What we *experience*): OPS has a clear public statement of its values and commitment to diversity, equity, and inclusion.

Strategies:

7.1 Develop statement on the district's values and commitment to diversity, equity, and inclusion.

7.2 Routinely share the district's statement with students, staff, caregivers, and community members in multiple ways.

	Actions (What we do)	Indicators of Success (Measuring our <i>impacts</i>)	Accountability (Who is responsible)	Timeline (Checkpoints)
STAFF	(7.1) Develop statement on the district's values and commitment to diversity, equity, and inclusion. Include land acknowledgment. (7.2) Regular statements will be issued in multiple formats that affirm the district's commitment to culturally responsive-sustaining education and equity.	DEI statement Multiple formats, multiple languages	Board of Education Superintendent DEIAC	
STUDENTS	(7.1) Develop statement on the district's values and commitment to diversity, equity, and inclusion.	DEI statement Multiple formats, multiple languages		
FAMILIES/ COMMUNITY	(7.1) Develop statement on the district's values and commitment to diversity, equity, and inclusion.	DEI statement Multiple formats, multiple languages		

GOAL #8 (What we *experience*): OPS policies, practices, and procedures are representative of, constructed by, and responsive to students, staff, families, and community members.

Strategies:

8.1 Review, revise, and implement incident reporting mechanisms to ensure that they are accessible.

8.2 Review, revise, and implement hiring practices for recruiting and retaining a diverse staff.

8.3 Conduct periodic review of school policies (i.e. dress code, discipline code, conduct code) by collaborating with students, staff, caregivers, and community members.

8.4 Incorporate research-based best practices into policies, practices, and procedures (e.g. restorative practices, culturally-responsive positive behavior intervention and support, etc.).

	Actions (What we do)	Indicators of Success (Measuring our impacts)	Accountability (Who is responsible)	Timeline (Checkpoints)
STAFF	(8.1) Review, revise, and implement incident reporting mechanisms to ensure that they are accessible. (e.g. racist, ableist, Title IX, etc.) (8.2) Review, revise, and implement hiring practices for recruiting and retaining a diverse staff (one that is representative of our student body). (8.3) Conduct periodic review of school policies (i.e. dress code, discipline code, conduct code) by collaborating with students, staff, caregivers, and community members.	Incident reporting mechanisms are established for staff, students, families/community (and are clearly communicated) Schedule for policy review Summer 2022: Transgender & non-binary students Partnerships with diverse colleges/universities (e.g. HBCU, Native American)		

		Cross-cultural collaborations with other school districts for teachers to give back to their home communities		
STUDENTS	(8.4) Establish a student-led DEIAC. (8.3) Conduct periodic review of school policies (i.e. dress code, discipline code, conduct code) by collaborating with students, staff, caregivers, and community members.	Participation in student DEIAC Schedule for policy review		
FAMILIES/ COMMUNITY	(8.3) Conduct periodic review of school policies (i.e. dress code, discipline code, conduct code) by collaborating with students, staff, caregivers, and community members.	Schedule for policy review		