# DDSD Equity Team Vision

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# Two Minute Connect

What's your experience with equity work in your school?

Where is equity showing up?

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# Team Purpose

Create, coordinate, and support initiatives that result in inclusion, justice and equity in our schools as a result of continual self-reflection and education

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# FOCUS AREA 1 DIVERSITY, EQUITY AND INCLUSION

## DDSD Equity Plan Overview

**Diversity, Equity and Inclusion**

All students, staff and community members deserve an excellent, culturally and linguistically relevant education.

1

2

**Communication - Family and Community Engagement**

Students and Families feel heard and valued in our school communities.

3

Strengthen collaboration with community leaders to help empower our families in navigating district support systems.

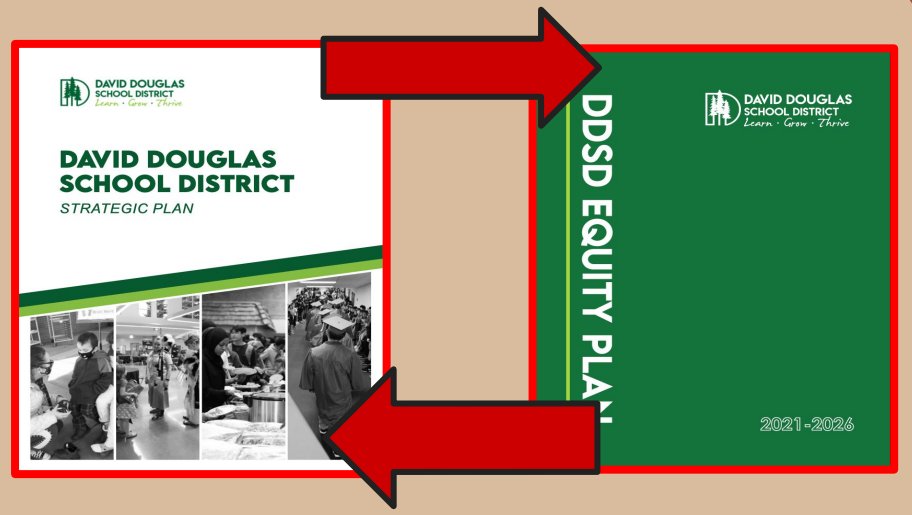
**Health and WellBeing**

4

Curriculum and Instruction which includes and affirms the diverse identities, experiences and voices of our students.

**Highly Effective Curriculum and Instruction**

# Focus Area 1




***DIVERSITY, EQUITY AND INCLUSION***

***Action Steps 3 :***

**Each school will have an equity team that provides staff professional learning.**

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# David Douglas
# FIVE Equity ESSENTIALS

1. What does your school/program and staff do to make everyone feel WELCOME, INCLUDED and SAFE?
2. What does your school/program and staff do to LEARN and CELEBRATE DIVERSITY and CULTURES – which then specifically IMPACTS INSTRUCTION and how staff teaches CHILDREN?
3. What does your school/program do to build COMMUNITY?
4. What does your school/program do to IMPACT your group DATA in targeted areas (achievement, discipline, attendance, etc.)?
5. What does your school/program do to ENGAGE your FAMILIES – beyond just participation?

# Our Building Equity Teams

- Identify 2022-2023 Goals/CRT's
- Data Protocol
- Facilitate Building Equity PD
- Empathy Interviews (4 part training)
- Invite student and stakeholder voice
- Equity Walks (Week of Feb 6th/13th)

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# Composition of Team

Representation by people who represent our school demographics (racially, culturally, linguistically, etc.)

Representation across grade levels and content areas

Active administrator involvement and attendance (a minimum of one meeting a month)

People at different levels / entry points of background knowledge and experiences

Passion/interest for the topic and willingness to embrace discomfort

Stakeholder group representation (students, certified staff, classified staff, families, community members)

Teams are comprised at the beginning of the year and may have changes at the semester.

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# Guiding Agreements

- ✓ Respect the voice of each person
- ✓ Speak your truth
- ✓ Elevate voices in the work
- ✓ Step up and step back
- ✓ Assume and practice positive intent
- ✓ Expect and accept non-closure
- ✓ Meet discomfort with openness and curiosity
- ✓ Commit to continual learning
- ✓ Evaluate the efforts of the team
- ✓ Evaluate the results of the school

Review agreements at the beginning of each meeting

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# Roles

Roles are to maintain organization and structure, but not intended to create hierarchy:

Chair/Liaison to Administration *(stipended)*
Meeting Facilitator*
Timekeeper*
Notetaker*
Project/Committee Leads*

**These roles can rotate*

*Additional roles may be added depending on the site, current work, and plans*

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# How Often to Meet

Once every two weeks as the norm

Flexibility for additional meetings, or shorter/longer meetings as needed

Chair and administrator meet at least monthly.

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# Professional Development

Differentiated Professional Development that fits individuals' needs and background knowledge

Varying styles of PD (individual/group, direct/discussion, facts/narrative, outsources/in-house)

Tied to existing plans (SIP, CIP, etc.).

Tied to previous and future learning (comprehensive plan)

Evaluated [teacher feedback; levels of implementation]

Both universal and interest/choice-based offerings

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# Equity Lens Reflective Questions

## DAVID DOUGLAS SCHOOL DISTRICT EQUITY LENS

***When making decisions and taking action, utilize the following questions:***

- Does this decision align with the District mission/ vision?
- What systems of oppression might exist within this situation?
- Whom does this decision affect both positively and negatively?
- Does the decision being made ignore or worsen existing disparities or produce other unintended consequences?
- Are those being affected by the decision included in the process?
- What other possibilities were explored?
- Is the decision/outcome sustainable?

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# Building Equity PD

Focus Area 1 and 2 in Action

What: Equity PD

Who: To be lead by your buildings equity team

When: Example-Middle School PD Dates

- November 2nd
- January 11th
- February 15th
- April 5th
- May 31st

Including:

Nutrition, Transportation, DDOA and MECP

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# Cabinet Equity PD

## District Office Equity Chairs

- Oct 27th
- Dec 1st
- Jan 26th
- March 16th
- April 27th

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# The Essential

September 2022 Newsletter

## Hello David Douglas Community and Welcome Back!

The Equity Department is so excited to be jumping into another school year! We are here, in part, because of our district's mission statement:

***Our mission at David Douglas is to provide meaningful, equitable, and highly effective instruction so each student grows and thrives socially, emotionally, and academically.***

Each month we will be coming to your inbox with news, updates, events, and resources to support, encourage, and enhance your equity journey. Additionally, we will continue to celebrate and uplift traditionally marginalized groups represented within our community.

## Equity Team, Data Review Protocol
## Include the DDSD Equity Lens

Are those being affected by the decision included in the process?

1) Do you see what I see?
   *Orient ourselves to the data before your team, ask and answer clarifying questions.*
2) What is our purpose in looking at this data?
   *Is this about research, accountability, evaluation, or improvement? Will our discussion drive any decisions today?*
3) What does this data tell us and what are we missing?
   *Clarify what you know from the data, and set aside things we'd have to infer.*
4) Where do you see yourself in the data?
   *Intentionally connect yourself to the data*

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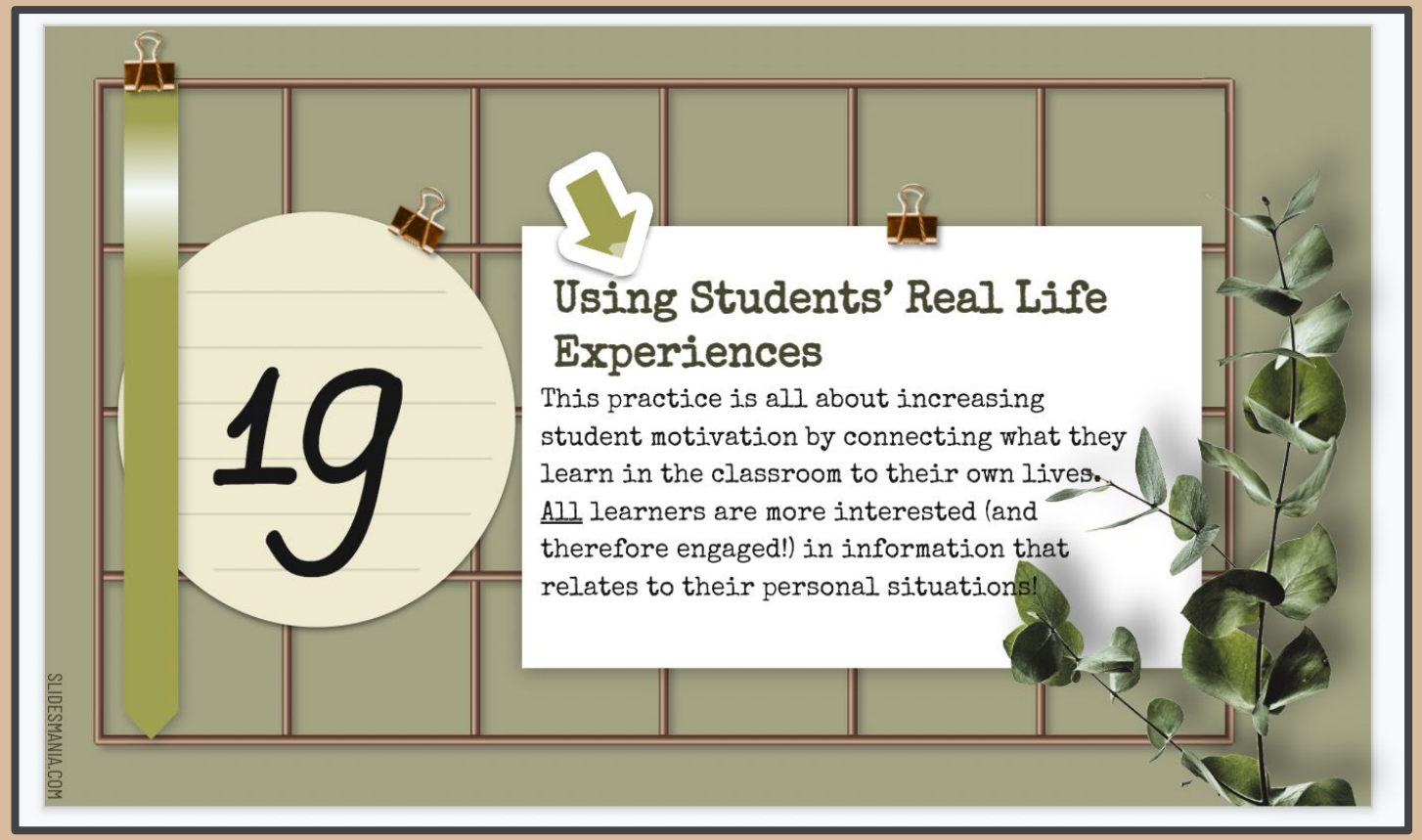
# Bite Sized CRT's

Bite Sized-CRT's

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# Resources

Community Design Partners

Michael Essien

TRUSS Leadership

MCREN

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# Building Impact

Administrator takes the lead to communicate the work of the team to the building and community

Policies are changed to eliminate disparities

Teaching practices are noticeably transformed

Data reveals a positive impact on students

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# Data to Inform Decision Making

Attendance
Discipline Reports
Course Placements
Student Achievement Data
State Assessment Data
YouthTruth Results
TELL Survey Results
Anecdotal Data/Empathy Interviews

Recent past data should be used to establish a baseline

Data is used to inform decisions moving forward

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# Reflection

Being an equity chair - High School,  2900 students
70 languages, staff 89% white

**Strengths:**

- Eager team
- Energy for the work
- Engagement like never before
- Strong base: sub-committees
- Support from district

**Challenges:**

- Too many people, too many directions
- Reluctant administrative support
- Resistant staff, little time for PD
- Choosing agreed upon goal
- School culture

Find a good starting point, give people time to catch up but don’t stop and wait

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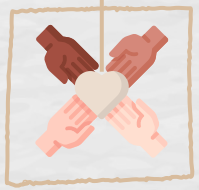
# Student Impact

## Understanding

Cultural background, cultural dynamics that impact their school experience

## Identity

Empower, cultivate, support the students' sense of self

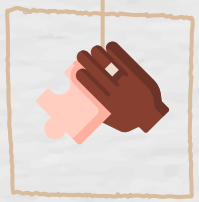


## Sharing

Student and family stories (empathy interviews), student voice

## Representation

Curriculum, supplemental materials, posters, artwork



# 15 mins work time

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