

OPS Board of Education - DEI Update

October 3, 2022

2022-23 KEY INITIATIVES

Communication & Engagement Differentiation Culturally Responsive Positive Behavioral Interventions and Supports (CR-PBIS)

OUR GOALS

Building & Sustaining Relationships
The diverse identities, abilities and strengths of our school community are reflected in a system representative of, constructed by and responsive to all of our stakeholders.

Engaging in Best Practices for Teaching and Learning
Data will be analyzed used to reflect on our intentions, evaluate processes and practices, measure our impacts and inform our decisions on a path of continuous improvement.

Fostering an Inclusive Culture & Climate
Each individual has access to continuously progressing in high-quality learning experiences that result in empowerment and academic success.

FOCUS AREAS

Equity Social Emotional Learning Organizational Capacity Instructional Learning Facilities

PACK MISSION
Together...educating with excellence, inspiring each learner for life.

4405 N. Okemos Rd. Okemos, MI 48864 **OKEMOS PUBLIC SCHOOLS** www.OkemosK12.net 517-706-0500

Okemos Public Schools Equity Plan

PURPOSE
Provide direction for creating learning environments that are safe, healthy, and effective for everyone.

GUIDING PRINCIPLES

DIVERSITY
Our students, families, staff, and community members bring with them diverse and unique identities, abilities, and strengths.

EQUITY
Each student has access to, and is empowered to, succeed in employment and academic success.

INCLUSIVITY
Everyone has the right to feel safe, happy, affirmed, and encouraged.

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

REFLECTION
Making continuous process requires us to reflect on our practices and measure our impacts.

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

AREAS OF FOCUS

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.

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

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

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.

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

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 & world.

POLICIES/PRACTICES/PROCEDURES

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

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

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Implementing the Equity Plan

- DEIAC met on 9/21
 - Provided overview of plan
 - Discussed structure of the group and how its membership selection should be handled (application process, group size, term limits, etc.)
- Recruitment for work teams has started - DEIAC members asked to reach out to their networks. Also: school newsletters, email, personal outreach, OPS website.
- There will be four work teams (see below). Team meetings will start in October to create action plans, with emphasis on how we'll measure impact
 - **Authentic Selves & Relationships** - Key ideas: inclusivity, respect, acceptance, voice, communication, restorative practices, empathy.
 - **Culturally Responsive and Sustaining Education** - Key ideas: Bias, power, privilege, diversity.
 - **Instruction/Curriculum/Assessment** - Key ideas: Diverse curricular materials, critical thinking skills, bias-free assessments, data analysis.
 - **Policies/Practices/Procedures** - Key ideas: School policies, hiring practices, incident reporting.

Authentic Selves & Relationships

Equity Plan Goal 1

- **E3 Clinic @ OHS** (Partnership with Child & Family Charities) - We will communicate with the entire community re: services for students ages 5-21. Located at OHS. Services provided by Child and Family Charities - one-on-one therapy for mild to moderate mental health concerns.
- **Expanded 31n support** from Ingham ISD - We will have a mental health provider from Ingham ISD who can offer one-on-one counseling and group counseling. She will work primarily with grades K-8 and will be in the district an average of 3 days per week.
- **Woof Pack Facility Dog Program @ OHS & Chippewa.** Why is this part of DEI? Goals/strategies from equity plan support the mission of the Woof Pack:
 - Goal 1, Strategy 2: Teach and practice the skills necessary for working with people from diverse cultures and backgrounds. Implement SEL programming that teaches and reinforces healthy relationships and empathy.
 - Goal 4, Strategy 3: Develop skills to interact effectively and respond to all cultural differences in a knowledgeable, respectful, and positive manner.

Culturally Responsive-Sustaining Education & Instruction/Curriculum/Assessment

Equity Plan Goals 2, 4 & 5

Social & Emotional Learning

(Based on [CASEL's indicators of schoolwide SEL](#)) ([Rubric](#))

- Explicit SEL instruction - [Character Strong \(5-8\)](#), TRAILS (9-12)
- SEL integrated with academic instruction - Into Reading (K-4) ([modules & connections to literature](#), [learning goals](#))
- Supportive school and classroom climates - CRPBIS (K-4, 5-8)

Brain-Based/Trauma-Informed Instruction

- Neurosequential Model in Education (NME) - Dr. Slee is being trained as a trainer for NME through a grant from Ingham ISD. Pilot will most likely be at Bennett Woods with one grade level team.

The Neurosequential Model in Education (NME) brings this neurodevelopmental and trauma informed approach to the classroom. **The NME is not a specific “program” or “intervention.” It includes a “capacity-building” process that introduces important concepts related to how we learn by focusing on how the brain functions, develops, changes and is impacted by developmental adversity including trauma.** These concepts have broad applicability in education, sport, drama, and music. Further, the NME provides practical examples of application of these key concepts in everyday educational settings.

Policies/Practices/Procedures

Equity Plan Goal 8

- **Gender identity policy** - Reviewed by district leadership team, next step is board policy committee review