



DAVID DOUGLAS
SCHOOL DISTRICT
Learn · Grow · Thrive

DDSD EQUITY PLAN

2021-2026

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David Douglas School District Equity Lens with Guidance

June 17, 2021

On January 9, 2020, the David Douglas School Board approved a Racial Equity Policy. This adopted policy directed the articulation and recommendation of a Racial Equity Action Plan with accountability measures and the inclusion of an accompanying Racial Equity Lens tool for district wide implementation and use.

For a little over a year, while enduring a global pandemic, the members of our Racial Equity Committee persevere to meet the mission set forth on behalf of the students, families and community of the David Douglas School District. Based on the collective input and feedback from various stakeholders, the presented David Douglas Racial Equity Plan was built on the following committee mission targets:

- To set common goals and visions for racial justice across our district
- To demonstrate our district's commitment to achieving equitable outcomes for students of color – outcomes must not be predictable by race or ethnicity
- To ensure that every student in our district feels welcome, safe, valued, and has an honored identity in our schools
- To facilitate open communication and meaningful dialogue with families and communities of color
- To provide a mechanism for both accountability and transparency in advancing equity

We are stronger together as a collective community and we commit to removing barriers that prevent students from reaching their full potential. Together, as District Team, we will strive to ensure that all of our students are welcomed, safe, supported and truly have an identity in our schools.

Respectfully,

School Board Racial Equity Committee* and District Leadership Team

Jon Archer, Francesca Aultman, Etema Banks, Kelly Devlin, Anderson DuBoise, Rolando Florez, Dena Henry, Adriana Larraga, Andy Long, Brooke O'Neill, Florence Protopapas, Mary Pearson, Muhammad Rahman, Ken Richardson, Kyle Riggs, Joann Robinsontillery, LaShawanta Spears, Aide Juarez Valerio, Candy Wallace

School Board Members

Donna Barber, Aaron Barrow, Frieda J. Christopher, Christine Larsen*, Sahar Muranovic, Stephanie D. Stephens, Andrea Valderrama*

Racial Equity Commitment I - Student Achievement




The David Douglas School District commits to narrowing the gaps between the highest and lowest achieving students by increasing opportunities for all students while focusing on raising the achievement of our lowest performing students.

Targeted Racial Equity Focus Areas:

- Seek and implement culturally responsive curriculum, teaching and learning practices reflecting the understanding and appreciation of cultural, class, language, ethnicity and other differences that contribute to the uniqueness of each student and staff member
- Collaborate between teachers and administrators to create and implement culturally responsive instructional practices, curriculum, interventions and assessments
- Provide multiple pathways for success in order to meet the diverse needs of our student body and encourage, support and expect high academic achievement for all students

Key Performance Indicators:

- Create and implement professional learning training on anti-racist/anti-bias lens for all curriculum adoption committee members
- Establish a review cycle for Supplemental Curriculum Materials
- Articulation and implementation of professional learning series

Chart Key	
	Ongoing
	Completed
	Paused

ACTION STEPS	DUE DATE	LEADER/ TEAMS	EVIDENCE
Revise the District Curriculum Adoption Process	Fall 2021	Director of Curriculum & Instruction	<p>Staff of color participates in curriculum adoption process</p> <p>Mandatory training on anti-racist/anti-bias lens for all curriculum adoption committee members</p> <p>Consistent review of training process</p>
Provide Supplemental Curriculum based on the Adoption Team Review Findings	Following the completion of each subject area adoption cycle	Director of Curriculum & Instruction Curriculum Adoption Committee	<p>Completed Curriculum Maps</p> <p>Funding for supplemental materials</p>
Provide Professional Learning focused on Curriculum Onboarding of Curriculum and Materials	Fall 2022	Director of Curriculum & Instruction	Onboarding and Training during Adoption Process
Addition of Racial Equity Teacher on Special Assignment Position	April 2021	Cabinet Administration	Up to two Racial Equity TOSA positions funded
Professional Learning Training on anti-racist/anti-bias lens *also listed under Commitment #4	Fall 2021	Department of Equity	Student Feedback Instructional rounds and walkthroughs
Determine district wide researched based culturally responsive practices *also listed under Commitment #4	Begin Research Spring 2021 Determine Practices Spring 2022	Department of Equity Director of Education	<p>Research based practices are determined</p> <p>Identify exemplars of Culturally Affirming Teaching currently implemented by district staff</p> <p>Create a district library of resources to use in professional learning and available to staff as needed</p> <p>All professional learning training includes culturally responsive principles</p>

ACTION STEPS	DUE DATE	LEADER/ TEAMS	EVIDENCE
<p>Articulate Culturally Responsive Practices Implementation Timeline and Agreements</p>	<p>Create - Spring 2022 Staff Rollout - Fall 2022</p>	<p>Director of Equity Director of Education</p>	<p>Implementation agreements created, communicated, supported with training Instructional rounds and walkthroughs Walkthrough data aggregated and reported Ongoing improvement cycles with data collection established</p>
<p>Articulate and implement an intervention curriculum review cycle</p>	<p>2022-2023</p>	<p>ELA/ Title I Administrator</p>	<p>Review and report of Intervention Data Level of Retention/Exits Student Growth Collected Research to inform and support decision making Establish and Implement Intervention Review Cycle timeline</p>
<p>Articulate and implement an district assessment review cycle</p>	<p>2022-2023 Articulate Review Cycle 2023-2024 Initial Implementation</p>	<p>Director of Assessment ELA/Title I Administrator</p>	<p>Review Committee is formed Establish and Implement Assessment Review Cycle timeline</p>
<p>Articulate and a Equity 1.0 Professional Learning Training to be completed by all staff. Equity 1.0 would articulate common equity language and baseline content for all employees.</p>	<p>2021-2022 Planning Year 2022-2023 Year 1 Professional Learning Implemented</p>	<p>Cabinet Administration Director of Equity Equity TOSA</p>	<p>Five Year Professional Learning and Implementation Plan is created</p>
<p>Articulate Universal Design for Learning Training Series and Implementation</p>	<p>Fall 2021 Planning 2022-2023 Five Year Plan begins</p>	<p>Cabinet Administration Director of Student Services Director of Curriculum and Instruction</p>	<p>Five Year Professional Learning and Implementation Plan is created Identify exemplars of UDL implementation Create access to UDL Lab Classrooms based on exemplars</p>
<p>Determine district wide researched based culturally responsive practices *also listed under Commitment #4</p>	<p>Begin Research Spring 2021 Determine Practices Spring 2022</p>	<p>Department of Equity Director of Education</p>	<p>Research based practices are determined Identify exemplars of Culturally Affirming Teaching currently implemented by district staff Create a district library of resources to use in professional learning and available to staff as needed All professional learning training includes culturally responsive principles</p>

ACTION STEPS	DUE DATE	LEADER/ TEAMS	EVIDENCE
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			<p>Decrease and/or elimination of disproportionate data</p> <p>Create district library of UDL resources to use in professional learning and available to staff as needed</p> <p>All professional learning training includes UDL principles</p>
<p>Create and define multiple pathways to earn course credits towards graduation completion</p>	<p>Fall 2022</p>	<p>Director of Curriculum Director of Education High School and Fir Ridge Administration High School and Fir Ridge Counselors</p>	<p>Committee is establish</p> <p>Differentiated Pathways are articulated</p> <p>Pathways are communicated annually to students and parents</p>

Racial Equity Commitment II- Student Discipline

The David Douglas School District commits to eliminate racial disparity and disproportionality in all aspects of the educational and administrative systems

(e.g. disproportionality in discipline of students of color, their over-representation in special education, and under-representation in various advanced learning programs).

Targeted Racial Equity Focus Areas:

- **Eliminate disciplinary practices that disproportionately impact particular students groups, focusing on replacing skewed discipline models with district-wide standardized restorative growth practices**

Key Performance Indicators:

- **Completion of all components of the 2020-2025 School Climate Transformation Grant Action Steps**
- **Consistent student discipline data review by district administration team and school level leadership teams**
- **Progressive decrease of exclusionary practices and discipline in student data reports and analysis, specifically for Black and Brown student groups**

ACTION STEPS	DUE DATE	LEADER/ TEAMS	EVIDENCE
<p>Redesign of the Student Rights and Responsibilities Handbook including the District Discipline Matrices</p>	<p>Spring 2022</p>	<p>Director of Student Services Administrator of Student Services Director of Education * Per Collective Bargaining Agreement - Appointed Committee</p>	<p>Completion of updated Student Rights and Responsibilities Handbook and Discipline Matrix Timeline and Professional Learning Plan for current staff, annual PL following up and protocols for training any new staff in following years</p>
<p>Review and Update District Discipline Matrix</p>	<p>Winter 2022</p>	<p>Director of Student Services Administrator of Student Services Director of Education * Per Collective Bargaining Agreement - Appointed Committee</p>	<p>Completion of updated Discipline Matrix Timeline and Professional Learning Plan for current staff, annual PL following up and protocols for training any new staff in following years</p>
<p>Complete Restorative Practices Professional Learning Series and Implementation of RP Practices (per School Climate Grant)</p>	<p>Fall 2025</p>	<p>Department of Student Services Administrator of Student Services</p>	<p>Analysis of the implementation Restorative Practices as measured by SWPBIS TFI, a complementary TFI Tool and a District Walkthrough Tool</p>
<p>Complete Social Emotional Learning Professional Learning Series and Implementation of SEL Practices (per School Climate Grant)</p>	<p>Fall 2025</p>	<p>Department of Student Services Administrator of Student Services</p>	<p>At the end of Year 1 Implementation of SEL Toolbox Curriculum, elementary students will be able to demonstrate Tier 1</p>
<p>Professional Learning Training on anti-racist/anti-bias lens *also listed under Commitment #4</p>	<p>Fall 2021</p>	<p>Department of Equity</p>	<p>Student Feedback Instructional rounds and walkthroughs</p>
<p>Complete Mindfulness Professional Learning Series and Implementation of Mindfulness Practices (per School Climate Grant)</p>	<p>Fall 2025</p>	<p>Department of Student Services Administrator of Student Services</p>	<p>Increased positive relationships between students and teachers as measured by Youth Truth Surveys and a Staff Survey (ie Oregon Tell Survey)</p>

Racial Equity Commitment III - Systems Accountability

The David Douglas School District commits to ensure all students graduate from the David Douglas School District ready to succeed in a racially and culturally diverse local, national, and global community.

Targeted Racial Equity Focus Areas:

- Develop, analyze and utilize accountability systems and metrics focused on racially equitable outcomes (e.g. Tiered Fidelity Inventory, School Wide Information System)
- Consistently and intentionally involve families, students, and community members in all aspects of our educational community to bring multiple perspectives and views that work to solve issues that arise in order to drive systemic change
- Invite representatives of historically underserved populations to join in examining issues and finding adaptive solutions which address the root causes of inequities
- The district will use a racial equity lens and racial equity analysis when developing or reviewing district policies, procedures, programs and professional development to ensure that racial equity exists.
- Allocate resources equitably to provide every student with access to a high quality curriculum, support, facilities, and other educational resources
- Use an equity lens and culturally responsive practices to identify barriers leading to the overrepresentation of any particular student group in interventions or underrepresentation of any particular student group in enrichment programs
- Assess the racial equity impacts of budget to ensure programs, projects, and other investments help reduce disparities, promote service level equity, improve participation, and support leadership development

Key Performance Indicators:

- Complete Annual Data Report Calendar Timeline
- Articulation and implementation of a District Equity Lens
- Annual Graduation Report
- Completed and communicated David Douglas Guide to Graduation and Beyond

ACTION STEPS	DUE DATE	LEADER/ TEAMS	EVIDENCE
<p>All data reports presented should articulate and analyze information by groups</p>	<p>August 2021 Tool is created Sept 2021 - June 2022 Tool Piloted by District Leaders and Early Adopter Schools 2022-2023 Full Implementation District wide</p>	<p>Cabinet Administration Team Director of Assessment and Technology</p>	<p>Outline of a protocol tool to follow when a data report is generated - the date report will have a minimum standard of disaggregated data by groups Training of the use of the protocol tool is completed with District Administrators and Supervisors</p>
<p>Articulate a data communication plan to share disaggregated report with appropriate stakeholder groups</p>	<p>September 2021 DRAFT Annual General Data Report Calendar Timeline Completed 2021-2022 Modify and Adjust the Data Report Calendar Timeline 2022-2023 Department level articulation into the general timeline is drafted 2023-2025 Continue to implement and review the timeline of reports</p>	<p>Cabinet Administration Team Director of Assessment and Technology Communications Supervisor Department of Communications</p>	<p>Completion of an Annual Data Report Calendar Timeline Implementation of Data Report Communication to stakeholders</p>
<p>All pertinent data, information and resources are equitably disseminated to all stakeholder groups</p>	<p>Fall 2023</p>	<p>Communications Supervisor School Level Administrators</p>	<p>Each leveled Team would create a collection of data, information and resources to communicate annually Each leveled Team would determine which platforms to communicate information</p>
<p>Continuation of explicit inclusion of annual surveys to targeted stakeholder groups</p>	<p>Annually in the Fall - Youth Truth Annually in the Fall/Winter - Pulse Checks</p>	<p>Cabinet Administration Team Director of Assessment and Technology Director of Education Communications Supervisor</p>	<p>Annual surveys are completed Survey results are communicated to stakeholder groups</p>

ACTION STEPS	DUE DATE	LEADER/ TEAMS	EVIDENCE
<p>Capitalize and utilize existing family activities to gather and increase multiple perspectives and views</p>	<p>Fall 2024</p>	<p>Director of Education Communications Supervisor School Level Administrators School Level Leadership Teams</p>	<p>Brainstorm and explore non-traditional ways (other than a survey) to collect perspectives and views from various stakeholder groups. Year 1 - which schools/groups are doing this? How to share out with other schools? Year 2 - every school completes 1-3 non traditional collections of feedback. Monitor and adjust Year 3 - regular implementation of collecting feedback from multiple perspectives and groups</p>
<p>Articulate protocols for obtaining explicit input from impacted group/historically underserved group when a systems issue is identified by a department/school/team</p>	<p>Timeline may vary depending the system issue and the need for an urgent response District Teams (ie School Board Racial Equity Committee)</p>	<p>Cabinet Administration Team District Department Supervisors Director of Education School Level Teams (ie School Equity Teams, School Leadership Teams) Teams to include staff, families, students and community partners</p>	<p>Utilize the existing teams at the District and School levels to analyze incidents reported as well as data on recurring themes.</p>
<p>Finalize and adopt a Racial Equity Lens for use throughout the District</p>	<p>Winter/Spring 2021 Pilot an Equity Lens 2021-2022 Initial Implementation of Using an Equity Lens at District and School Level 2022-23 Expand use to Classroom Level 2023-2025 Annual Review of Implementation Process at District and School Level</p>	<p>Cabinet Administration Team School Board Racial Equity Committee District Administrators</p>	<p>Racial Equity Lens is recommended for adoption for use throughout the district. Include use of Equity Lens as a point of consideration with building administration, district leadership, community partners, at consistently scheduled check ins.</p>
<p>Conduct annual professional learning and implementation analysis on the use of the District Racial Equity Lens (REL)</p>	<p>2021-22 Initial Training and Implementation of Using Equity Lens at District and School Level 2022-23 Expand use to Classroom Level 2023-2025 Annual Review of Implementation Process at District and School Level</p>	<p>Cabinet Administration Team Director of Equity District Administrators</p>	<p>Initial and annual training on use of the Racial Equity Lens is included in Safeschools Training platform and/or Fall Staff Meetings for all employees, as well as annual training for the School Board Directors Schools and Department will complete a self analysis tool annually on progress of REL use and overall feedback for improvement of REL.</p>

ACTION STEPS	DUE DATE	LEADER/ TEAMS	EVIDENCE
<p>Compile and disseminate information and resources available to ALL students and families that support, guide and prepare students for HS Graduation and post secondary education</p>	<p>2021-2022 Development Year</p> <p>2022-2023 Initial Publication plus revisions as needed</p> <p>2023-2024 Begin annual publication</p>	<p>Director of Education</p> <p>HS College and Career Center</p> <p>HS Graduation Mentors</p> <p>MS Transition Mentors</p> <p>Secondary Counselors</p> <p>Community Partners</p>	<p>David Douglas GUIDE to Graduation and Beyond is drafted and compiled.</p> <p>Published and annually distributed/available to all 5th-12th grade students and families.</p> <p>Workshops are held annually through our Family Cafe Gatherings and via Community Partners to inform students and families about the DD Guide to Graduation and Beyond and connect to staff, opportunities and resources.</p>
<p>Conduct and complete an annual Graduation analysis and report for improvement and growth</p>	<p>Annually in the Fall</p>	<p>Director of Education Director of Assessment and Technology HS/FR Graduation Team HS AdministratorS, Graduation Mentors, Counselors, School Registration Personnel Community Partners</p>	<p>Graduation Report Annually to School Board by HS/FR Graduation Team</p> <p>Annual Communication Plan for families, especially for each transition grade level, regarding student year long steps towards HS Graduation for that particular grade year</p>
<p>Conduct an initial district audit/assessment of programs, projects and investments that are impacting and reducing disparities and racial inequities</p>	<p>Fall 2023</p>	<p>Cabinet Administration</p>	<p>Initial Audit Report completed and reported to School Board and Administration.</p>
<p>Build and use a Equity Lens Rubric Process for prior approval of and implementation of programs, projects and investments</p>	<p>Fall 2024</p>	<p>School Administrators DDSD Community Affinity groups (family/PTA)</p>	<p>Creation and Implementation of Project/Program/ Investment (PPI) Equity Protocol and Rubric</p>

Racial Equity Commitment IV - Workplace Policies

The David Douglas School District commits to increase staff of color so that District Staff more accurately reflect the student population, in accordance with State law.

Targeted Racial Equity Focus Areas:

- Recruit, employ, support, retain, and continuously develop a workforce that is racially diverse and culturally responsive in all employee groups (e.g. administrative, certified, and classified personnel), in accordance with State law
- Make culturally competent professional development and support resources a personal, professional, and organizational imperative in order to recognize, engage, disrupt, and eliminate racism

Key Performance Indicators:

- Updated Strategic Hiring Plan
- Annual Staffing Data and Report
- Grow Your Own Demographic Data and Report
- Analysis of Empathy Interview Data and Feedback

ACTION STEPS	DUE DATE	LEADER/ TEAMS	EVIDENCE
<p>Review and update District Strategic Hiring Plan</p>	<p>January 2022</p>	<p>Assistant Superintendent of Human Resources Department of Human Resources</p>	<p>Updated Strategic Hiring Plan with specific targets Data Driven evaluation to update plan as needed Annual October Staffing Report</p>
<p>Articulate a vibrant and active recruitment process to diversify the district workforce</p>	<p>Spring 2021</p>	<p>Assistant Superintendent of Human Resources Director of Diversity, Equity and Inclusion Department of Human Resources</p>	<p>Annual Grow Your Own Report Attendance at a variety of job fairs</p>
<p>Expand and articulate a robust Mentorship Program for New Teachers</p>	<p>Fall 2022</p>	<p>Assistant Superintendent of Human Resources Director of Diversity, Equity and Inclusion Director of Curriculum and Instruction</p>	<p>Mentor Program Guide articulates support for New Teachers that includes District Mentor Team and/or Peer Mentors Feedback and Empathy Interview Data from New Teachers</p>
<p>Professional Learning Training on anti-racist/anti-bias lens</p> <p>*also listed under Commitment #1</p>	<p>Fall 2022</p>	<p>Department of Equity</p>	<p>Student Feedback Instructional rounds and walkthroughs</p>

ACTION STEPS	DUE DATE	LEADER/ TEAMS	EVIDENCE
<p>Determine district wide researched based culturally affirming practices</p> <p>*also listed under Commitment #1</p>	<p>Spring 2021 Begin Research Spring 2022 Determine Practices</p>	<p>Department of Equity Director of Education</p>	<p>Research based practices are determined</p> <p>Identify exemplars of Culturally Affirming Teaching currently implemented by district staff</p> <p>Create a district library of resources to use in professional learning and available to staff as needed</p> <p>All professional learning training includes culturally responsive principles</p>



**DAVID DOUGLAS
SCHOOL DISTRICT**
Learn • Grow • Thrive

David Douglas School District Equity Lens Guidance for Use

****Originally created by the North Clackamas School District
Review and Modified for DDSD use by 2020-21
School Board Racial Equity Committee***

The David Douglas School District is a community of learners committed to equity and the success of each student. This commitment means that student success will not be predicted nor predetermined by race, ethnicity, family economics, mobility, language, gender, gender identity, sexual orientation, disability, or initial proficiencies.

Recognizing that each student has a unique identity is central to our work in education. District, school and classroom decisions, policies, and practices affect each student differently depending on the components of that student's identity. Our commitment to equity supports fostering an inclusive and barrier-free environment in which everyone will fully benefit. To that end, the David Douglas Equity Lens was developed to assist district staff and leaders when making decisions.

The reflective questions were designed to open conversation where issues can be considered from multiple perspectives. There may not be a simple "yes" or "no" answer, and the lens is not intended to be a flow chart of responses. It is however, intended to cause individuals and groups making decisions to check assumptions, biases, and barriers in order to eliminate practices that lead to perpetuating disproportionate educational results and injustices based on the identifying characteristics of a student or group who are not members of the majority culture.

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?

GUIDANCE FOR USE

Questions 1: Does this decision align with the District mission/ vision?

This question asks decision-makers to check for alignment with the District mission and vision.

Question 2: What systems of oppression might exist within this situation?

This question asks the decision-maker(s) to examine the norms and culture of the organization and look intentionally for systems of oppressions that may be influencing how this situation came to be, how it affects people based on components of their identity, and how those systems influence the decision-maker(s) ability/ willingness to act. Traditional dominant culture gender and sexuality roles, rank, and positional power of the decision-maker(s) are examples of systems that may be adding to the experienced oppression of individuals or for whom the organization has traditionally marginalized or excluded.

Question 3: Whom does this decision affect both positively and negatively?

This question asks decision maker to analyze which groups will be affected by the decision or action. This includes groups in the dominant culture and those who are not as well as students in the highest achieving groups and the lowest achieving groups.

Question 4: Does the decision being made ignore or worsen existing disparities or produce other unintended consequences?

This question asks decision makers to consider the existing disparities between dominant culture and non-dominant culture groups as well as students in the highest achieving groups and the lowest achieving groups and the impact on the decision or action may have on those disparities.

Question 5: Are those being affected by the decision included in the process?

This question asks the decision maker to consider the voices of those being impacted by the decision or action, including those who traditionally are not represented in decision-making processes and those who are traditionally underserved by decisions and actions.

Question 6: What other possibilities were explored?

This question asks the decision maker to examine past decisions, actions and results as well as new ideas in order to assure "business as usual" or the perpetuation of disparities is not the intended or unintended outcome.

Question 7: Is the decision/ outcome sustainable?

This question asks the decision maker to examine the extent to which the decision and outcome can be sustainable, including examining the need for resources and ongoing support.