



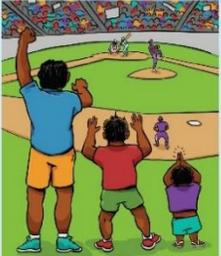
South Coast ESD

Equity Plan



SOUTH COAST EDUCATION SERVICE DISTRICT Commitment to Equity

At South Coast ESD we are dedicated to addressing equity needs for all people especially underserved demographic groups and protected classes.

Equality	Equity	Ideal
		
<p>Everyone will benefit from the same supports. They are being treated equally.</p>	<p>Individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.</p>	<p>All three can see the game without any supports or accommodations because the inequity was addressed. The systemic barrier has been removed.</p>

Providing equity to our stakeholders means that all people regardless of age, education, ethnicity, language, income, physical limitations or geographic barriers will have access to the same opportunities offered by our organization.

SCESD will eliminate systematic barriers and create an ideal environment. Our decisions, systems and actions will address the following key questions:

Purpose

- Does the opportunity allow for similar outcomes for all groups?
- Does the action have the supports needed to be successful in all environments?

People

- Have you included people from all walks of life?
- How do you address the barriers that each might face?

Process

- Are there any access barriers?
- Have you created a way to determine if all systematic barriers were identified, addressed or removed?

Equity Plan Overview

In August 2018 SCESD began the long process of developing an equity lens for the organization. The team believes that the organization must follow a series of steps to successfully prepare and address the equity needs of the organization and our community. Using the Moving Toward Equity and Stakeholder Engagement Guide from the Center on Great Teachers and Leaders, the team worked to develop the overarching equity plan as well as a system for setting goals with on-going analysis and adjustment in order to maintain a quality, relevant and flexible plan that meets the needs of the organization and the community now and into the future.

The team conducted the following steps:

1. Understanding the Problem
2. Setting Priorities
3. Raising Awareness
4. Taking Action

The world in which we live equally distributes talent but it does not equally distribute opportunities and paths are not always the same. We are committed to dedicating ourselves to reducing the barriers and increasing educational pathways for everyone we can think of and for those we have yet to encounter.

Many Thanks

Many thanks to the SCESD Equity Committee, Administration and School Board for their dedication and support to this important effort for our students, families and the community.

Thank you to the Equity Team for their hard work and commitment to ensuring that all people have access, education and opportunities.

Equity Team: Cynthia Barthuly, Dawn Granger, Maureen March, Dave Staff, Tenneal Wetherell

South Coast Education Service District

Mission Statement

In collaboration with all of our partners we will ensure students maximize their potential through:

- Quality Service
- Professionalism
- Growth
- Sustainable Systems



Together We Can: Guiding Principles

Quality Service

- Student driven success
- Flexible service provision
- Expert staff, service
- Successful partnerships

Professionalism

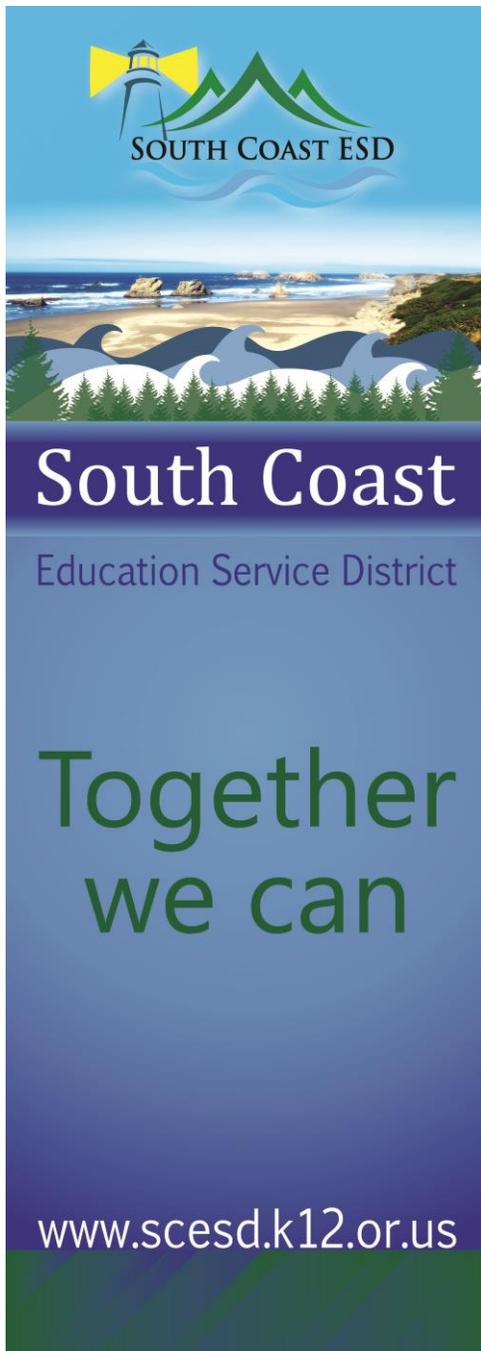
- Customer Service
- Respectful, equitable treatment
- Accessible and supportive
- Ethical behavior

Growth

- Emphasis on personal and professional growth
- Accountability for behaviors/actions
- Ongoing reflection and assessment of district systems
- Meet the needs of the partners

Sustainability

- Quality professional development
- Efficient management of resources
- Engagement of partners
- Continuous analysis of systems and procedures



Equity Plan Priorities

South Coast Education Service District is committed to providing an organization where students, families, education partners and staff have equitable access to education, services, and activities that provides each person opportunities that allow them to achieve to the fullest of their capabilities.

Commitment to Equity

SCESD is dedicated to addressing the equity needs for all people, especially those in underserved demographic groups and protected classes. Providing equity to our stakeholders means that all people regardless of age, education, ethnicity, language, income, physical limitations or geographic barriers will have access to the same opportunities offered by the organization.

SCESD is committed to eliminating systematic barriers and creating an ideal environment. In order to do so we are dedicated to ensuring that our decisions, systems and actions will address the following key questions before implementation:

Purpose

- Does the opportunity allow for similar outcomes for all groups?
- Does the action have the supports needed to be success in all environments?

People

- Have you included people from all walks of life?
- How do you address the barriers that each might face?

Process

- Are there any access barriers?
- Have you created a way to determine if all systematic barriers were identifies, addressed or removed?

Policy JBB

The SCESD board has adopted an educational equity policy that addresses the educational equity of students. The policy explains that the board is committed to “going beyond the concept of equality where all people are treated the same” and instead is dedicated to “recognizing institutional barriers and creating access and opportunities that benefit each student.” In addition, they are focused on allocating resources to ensure that this ideal is achievable.

Organizational Needs

The overarching needs of the organization identified include:

- Deep understanding of local, state and national equity themes
- Universal professional development of staff on concepts of equity and inclusion
- Widespread organizational messaging to support the equity plan
- Systems and practices that adhere to the organization’s equity lens
- On-going analysis of organizational systems

Framework for Building Capacity within the Organization

The framework for building capacity in the organization is a cyclical process beginning with awareness, followed by goal setting and implementation and finally continuous analysis of data, systems and needs of the organization.

The process requires the following:

1. Build capacity of district leaders, school administrators, teachers and staff to:
 - Deepen their understanding about how and why inequities and underachievement exist
 - Implement organizational strategies to address the patterns of inequity
 - Develop the skills, expertise and capacity to respond in culturally appropriate ways
 - Increase the visibility and awareness throughout the organization regarding the equity needs of our community
 - Develop high expectations, positive attitudes, will and ownership throughout the organization that every person has and deserves the right to equitable access to services
 - Design and implement more responsive programs and structures
 - Build internal accountability structures (Olsen, 2002).
2. Provide an equity lens and equity focused leadership efforts to improve the practices of programs, increase access to opportunities and ensure the organization as a whole is addressing equity in everything we do.

3. Increase the impact of equity-driven practices.



Outcomes

As a result of the equity plan implementation the following achievement and participation patterns will occur:

- Increased awareness of equity related topics including race, gender, age, sexual orientation, culture, religion, family structures, geographic disparity and or disability.
- Increased access and opportunities for all people that we serve.
- Improved outcomes for the people we serve.

Raising Awareness

Goals

SCESD staff and stakeholders will receive training on equity related topics such as race, gender, age, sexual orientation, culture, religion family structure, socio-economics and/or disability including administration, board members, staff, parents and students.

Staff will participate in professional development opportunities to enhance knowledge, understanding and respect for diversity and to develop culturally relevant pedagogy.

Discussion opportunities/professional conversations to build awareness and examine attitudes, values, beliefs and practices.

Action Plan

The equity team will develop three professional development opportunities including but not limited to stereotypes, bias, micro-aggressions and institutional bias that will be conducted yearly each year while advancing concepts each year.

The hire to retire committee, will review the onboarding process and establish a mechanism to onboard new staff to the equity concepts already trained within the district's three year plan.

The district will review workshops that encompass collaborative conversations and offer time within professional development days and/or staff meetings to discuss the concepts and practice skills.

19/20

20/21

21/22

Responsibility

✓

✓

✓

Equity & Leadership Team

✓

✓

Hire to Retire Committee/HR

✓

Equity & Leadership Team

Metric

19/20

20/21

21/22

Notes

Three sessions on equity concepts advancing in complexity occurred by June 30 each school year.

The Hire to Retire committee will develop written mechanism to onboard new staff on equity concepts and present it to Governance Committee and the training will be conducted by September 2020.

The district will offer trainings in collaborative conversations in 21/22 and offer opportunities to discuss at no less than 3 meetings a year by June 30, 2022.

Professional Development

Goals

Staff preparation and professional development will address instructional strategies which provide equitable outcomes for all learners.

Teacher preparation and professional development will provide inquiry-based opportunities for building capacity to work with under-served students

Professional/personal development for all administrators to develop skills and capacity to address issues of equity at the district, building and school level will be provided on an on-going basis.

Action Plan

The Hire to Retire Committee will identify a professional development plan for teachers that support the acquisition of instructional strategies that address equitable outcomes for all students.

19/20	20/21	21/22	Responsibility
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✓			Hire to Retire Committee
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The Hire to Retire committee will prepare two workshops and provide two professional development opportunities to staff who interact with students in 20/21 and 22/22 to improve capacity to work with underserved populations.

	✓	✓	Equity & Leadership Team
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The equity team will identify and facilitate three Professional development opportunities for administrators increasing in complexity in the area of equity, engaging with staff in collaborative conversations around equity and identifying and addressing practices of institutional racism.

✓	✓	✓	Superintendent
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Metric

19/20	20/21	21/22	Notes
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A professional development plan on instructional strategies to increase equitable outcomes for students will be developed and presented to Governance committee by June 30, 2020.

Two professional development opportunities in 20/21 and 21/22 will be provided with teacher/staff action plans developed by each staff member and personal assessment of success of implementation.

Yearly professional development opportunities will be provided to leadership by June 30 of each year.

Organizational Systems

Goals

Equity for students, families, staff, district partners and the community will be addressed through the development, adoption and implementation of an equity policy and equity plan.

A multi-year equity action plan will be developed, implemented and monitored yearly.

A commitment to equity tool will be developed and utilized in all areas of teaching, learning, program development and institutional practices.

A concerted effort will be made to recruit, hire and retain a diverse, qualified, certificated and classified staff.

The equity action plan will be embedded into SCESD Continuous Improvement Plan (CIP) yearly.

Action Plan	19/20	20/21	21/22	Responsibility
The equity team work with the board to develop equity policy, equity plan and monitoring plan.	✓			Equity Team
The hire to retire committee will establish a mechanism to monitor the implementation of the equity plan.	✓			Hire to Retire Committee
The equity committee will develop the commitment to equity plan, identify ways to train staff on its use and on its implementation and a review tool/checklist will be developed and utilized throughout the organization.	✓	✓	✓	Equity Team, Leadership Team/HR
The hire to retire committee will develop a list of strategies and mechanisms to embed practices that increase the likelihood of a diverse employee population at the ESD.		✓		Hire to Retire committee
The Leadership team will review the equity plan action items and embed them in the CIP.	✓	✓	✓	Leadership Team

Metric	19/20	20/21	21/22	Notes
Equity policy, plan and monitoring strategy will be completed/adopted by the board by October 31, 2019.				
Staff will be trained on the commitment to equity implementation process and the checklist by December 31, 2019 and by September 30, every year there-after.				
The hire to retire committee will develop and implement hiring practices that increase the likelihood of a more diverse employee group, place them into the hiring process handbook and train hiring managers by June 30, 2020.				
SCESD will become more diverse in race, gender, linguistic difference by 2% each year.				
The leadership team will review the equity plan in the summer of each year and embed the action items within the plan yearly as evidence by inclusion of equity action items in the CIP presented to the board by October each plan year.				

Building & Facility Access

Goals

Using the Oregon Department of Education Title IX district audit document, the ESD will conduct an audit of the ESD building and facilities.

Action Plan

Using the Oregon Department of Education Title IX district audit document, the ESD will conduct an audit of the Coos Bay ESD District Office and implement necessary changes and recommend long term needs.

19/20	20/21	21/22	Responsibility
✓			Title IX Team
	✓		Title IX Team
		✓	Title IX Team w/Prog. Admin.

Using the Oregon Department of Education Title IX district audit document, the ESD will conduct an audit of the Gold Beach ESD District Office and implement necessary changes and recommend long term needs.

Using the Oregon Department of Education Title IX district audit document, the ESD will conduct an update audit of the Special Education Programs and implement necessary changes and recommend long term needs.

Metric

The Title IX audit, implemented programs and long term recommendations will be shared with the board by August of each year:

- Coos Bay Office - January 31, 2020
- Gold Beach Office – January 31, 2021
- Special Education Programs – January 31, 2022

Superintendent and/or designee

Communication

Goals

The organization will provide training and support to staff engaging in equity conversations, training on the continuum of learning equity concepts.

Opportunities for engagement will be extended to districts, parents and community groups that utilize culturally competent strategies and concepts of culture sharing.

The SCESD strategic communications plan will address equity concepts in all aspects of internal and external communications.

Action Plan	19/20	20/21	21/22	Responsibility
The communications committee will review the strategic communication plan and infuse concepts of equity into communication patterns.	✓			
The communications committee and leadership team will identify a training program for teaching staff how to have effective conversations about equity.		✓		
District will develop plans for parent and community outreach and training to include: <ul style="list-style-type: none"> • Understanding what parents and community partners needs are • Develop accessible training opportunities for parents • Develop accessible training opportunities for community agencies 			✓	

Metric	19/20	20/21	21/22	Responsibility
The communications sub-committee will infuse the communication's strategic plan with elements of equity into each section with strategies to improve access and opportunities for underserved populations and report it to the communications committee by January 31, 2020.				
The communications sub-committee and leadership team will embed no less than two training opportunities for staff that addresses how to have effective conversations about equity and 75% of participants will report that they were able to implement/utilize at least three strategies in their work by June 30, 2021.				
The communications sub-committee will identify two strategies per parent and community group for outreach and training on equity by June 30, 2021.				
The equity committee will identify a training plan for each partner group identified by the communications sub-committee and present it to the communications committee by June 30, 2021				
The communications sub-committee and the equity committee will team up to provide at least one outreach/training opportunity on equity concepts identified by June 30, 2022.				

Outside Agency

Goals

SCESD staff will take an active role in encouraging involvement with the equity perspective.

Offer a variety of training or engagement opportunities that enhance knowledge, understanding and respect for diversity and to develop culturally relevant pedagogy.

Action Plan

The equity team will determine which of its trainings are appropriate for outside agencies on equity.

19/20	20/21	21/22	Responsibility
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✓	✓	✓	
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SCESD leadership and/or equity team will share their equity plan and support districts who want to develop an equity plan through the Tier 2 agreement or grant process.

✓	✓	✓	
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Metric

19/20	20/21	21/22	Responsibility
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SCESD will offer at least one training or participate in the development/funding of a training for outside agencies by June 30 each year.

SCESD will post its equity plan in their website by October 1, 2019

SCESD will share its equity plan with at least three agency groups yearly to encourage the development of their own equity plans.

Upon request from districts or agencies, SCESD will engage in a process of supporting others in equity plan development.