

HASLETT PUBLIC SCHOOLS

DISTRICT EQUITY PLAN



2022

EQUITY PLANNING COMMITTEE

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Haslett Equity Plan Introduction

In Spring of 2021, the Haslett Public Schools Board of Education and Superintendent charged an all-volunteer equity planning committee (EPC) of 38 students, parents, teachers, staff, community members, and administrators to begin the process of composing a district-wide equity plan. The equity plan emerged after the EPC met between the summer of 2021 and the spring of 2022. At these meetings, the EPC met with Dr. Terry Flenbaugh, Associate Professor of Race, Culture, & Equity in Education from Michigan State University to develop a shared language and an understanding of equity principles for K-12 schools. Subcommittees of the EPC worked to develop the plan's components after looking at data from a district-wide equity survey conducted in the fall of 2020 in addition to reviewing example equity plans from school districts from across the country.

A draft of the equity plan was shared with members of the broader Haslett Public Schools community in the spring of 2022. More specifically, the equity plan was translated into Spanish and Arabic, posted on the school district website, and included in Friday newsletters and building principals' newsletters. A link to an online feedback survey was attached to the plan and posted on the school district website. Equity plan forums facilitated by Dr. Flenbaugh and EPC members were held with middle school students, high school students, elementary teachers, secondary teachers, Haslett Voices for Change, in addition to a community forum to solicit additional feedback on the EPC's work. This document is the result of the EPC's initial draft equity plan, in addition to the feedback collected online and during the previously mentioned forums.

The Haslett Equity Plan is divided into six parts: 1) GOVERNANCE & LEADERSHIP, 2) STUDENT-CENTERED SUPPORT PROGRAMMING, 3) FAMILY & COMMUNITY ENGAGEMENT, 4) RECRUITMENT, HIRING, DEVELOPMENT & RETENTION, 5) CURRICULUM & INSTRUCTION, and 6) PROFESSIONAL LEARNING. Each part focuses on and highlights goals aimed at enhancing equity in Haslett Public Schools, specific action recommendations, indicators of success, assigned oversight, and a timeline for completion. The equity plan will be submitted to the Haslett Public Schools Board of Education for consideration and Board action.

Haslett Equity Plan Purpose Statement

Haslett Public Schools has a responsibility to ensure equitable and fair educational opportunities for all students. This plan seeks to create a school environment that embraces diversity and supports all students with the intention of closing gaps in opportunities that have marginalized, and continue to marginalize communities within the district. Recognizing that equity requires focused efforts to right wrongs, this plan seeks to move Haslett Public Schools towards greater accountability for meeting the needs of all students in an increasingly diverse world. While this plan was designed to be comprehensive, it should be revisited, reflected on, revised as needed to be responsive to new realities, changing circumstances, and the latest learnings from both data collected from within the district and emerging best practices. Finally, this plan is ambitious and aspirational. Accomplishing everything in this plan will take time, resources, and focused effort, and it will likely require that components of the plan be adopted in phases. The district's success in adopting the equity plan should be measured incrementally, and should not be based on what happens in just one year alone.

Equity Plan Guiding Principles

EQUITY – This plan was developed by Haslett Public Schools (HPS) community members who seek to detail specific strategies and practices throughout the district that are intended to eliminate inequitable practices and transform institutions to make it possible for every student, teacher, staff member, and administrator to ***get the support that they need*** in the HPS community¹.

INCLUSIVENESS – While the Haslett Equity Planning Committee recognizes how difficult it is to develop resources and specific support mechanisms that speak to each and every aspect of the rich cultural, racial, ethnic, and philosophical diversity that exists with the HPS community, this plan recognizes that ***everyone within the community should feel safe and should be heard, seen, and valued.***

JOY – The Haslett Equity Planning Committee recognizes joy is central to learning and to the educational and social experiences. Thus, a core principle to work in HPS that aims to advance equity throughout the district must ***recognize the right of every child in the district to feel happiness, fulfillment, affirmation, and encouragement as a part of their daily experience.*** As a community, we must work to ensure that no one is disproportionately denied joy as a result of their race, ethnicity, gender², class, sexual orientation, age, physical abilities, religious beliefs, political beliefs, cognitive styles, or other aspects of their identity.

RECENTERING – This plan is unapologetic in its endeavor to ***focus on the experiences of students positioned on the margins of HPS and the broader society.*** It is with these individuals and communities in mind that we advocate for reconsiderations of what success means within the context of our schools.

HUMILITY – The members of the Haslett Equity Planning Committee do not profess to have every answer to how best to meet the needs of all students in the district. Furthermore, ***this plan is meant to serve as a living document that will be continuously revisited.*** All new challenges and indicators of success will be discussed purposefully. The members of the Haslett EPC are committed to an ongoing effort to ensure everyone receives the support they need in the HPS community.

DATA-DRIVEN DECISIONS – This plan will rely on ongoing data collection to make sure the steps established in this document are executed and the desired impact is accomplished. The Haslett Equity Planning Committee recognizes the importance of establishing decisions and

¹ This understanding of equity is informed by organizations like the National Equity Project - <https://www.nationalequityproject.org/education-equity-definition>.

² Like the Gender Spectrum organization, we recognize a person's gender is the complex interrelationship between physiology, identity, and social expression. Our reference to gender in this plan is meant to be more inclusive of this reality - <https://genderspectrum.org/articles/understanding-gender>.

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revisions that are determined by data. ***Measurable outcomes, continuous evaluation, and reflection are necessary for continuous progress.*** Members of the Haslett Equity Planning Committee also believe that establishing a culture of data collection and reflection throughout HPS will enable the district to be more proactive in its strategies to address persistent problems related to issues of diversity, equity, and inclusion.

Key Definitions

Accessibility: Refers to the intentional design and redesign of technology, policies, products, and services (to name a few) that increase one's ability to use, access, and obtain the respective item. Every person is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services in an equally effective and equally integrated manner, with substantially equivalent ease of use.

Accountability: Refers to how individuals intentionally pursue their goals by reassessing their actions and acknowledging the values and groups of which they are responsible. To be accountable, one must be visible, with a transparent agenda and process. Accountability requires a commitment to intentionality. Accountability also requires a recognition of urgency and becoming an intentional stakeholder in the outcome.

Diversity: Individuals reflect multiple elements of difference including race, ethnicity, gender, class, sexual orientation, age, physical abilities, religious beliefs, political beliefs, cognitive styles, etc. Valuing diversity means understanding and embracing the rich elements of difference.

Equity: Frequently misinterpreted as equality, equity refers to fair and equality refers to equal. Our goal for equity is to provide HPS students and staff with experiences that are fair, impartial, and inclusive. Therefore, every person has equal opportunities to prosper and become their full potential.

Inclusion: A value and practice of ensuring students and staff feel they belong and that their input is valued by the entirety of governing bodies, society, organizations, systems, etc.; particularly decisions that affect their lives.

Marginalization: To downgrade to an unimportant or powerless position within a society or group.

Oppression: Systemic devaluing, undermining, marginalizing and disadvantaging of certain social identities in contrast to the privileged norm; when some people are denied something of value, while others have ready access.

Positionality: Social identities in relation to power, which influences the way we understand the world and our interactions with others.

Privilege: Systemic favoring, enriching, valuing, validating and including particular social identities over others. Individuals cannot 'opt out' of systems of privilege; rather these systems are inherent to the society in which we live.

Governance & Leadership

Equity in K-12 settings require an unequivocal commitment from district leadership. As such, HPS endeavors to develop governance structures and a culture at the highest levels of leadership in the district that reinforces the principles of equity, inclusiveness, joy, recentering, humility, and data-driven decisions that are at the core of this equity plan.

Goals	Actions	Indicators of Success	Oversight	Timeline
<p>HPS has a clear public stance on its value for equity in education</p>	<p>Board of Education and Superintendent will regularly issue statements affirming commitment to equity on the district's website and all Blackboard publications.</p>	<ul style="list-style-type: none"> ● Statements are regularly made affirming HPS's commitment to equity. ● Statements are made in response to social issues impacting HPS community members. ● Statements are published in multiple venues and in multiple languages and formats so they are accessible by all HPS community members. 	<p>Superintendent, Board members, & District DEI leadership team</p>	<p>Spring 2022</p>
<p>Establishment of a standing Diversity, Equity, & Inclusion (DEI) leadership team/committee that meets regularly and advises the Superintendent to help with timely responses to events</p>	<p>Board of Education and Superintendent will invite district stakeholders to join a team/committee to assist the Superintendent develop responses to events and monitor equity in HPS practices and policies not limited to current events, professional learning opportunities, and community building events.</p>	<ul style="list-style-type: none"> ● Leadership team/committee is institutionalized through the creation of bylaws that will govern membership and activities with a clear articulation of the leadership team/committee's advisory role to the Superintendent with reporting responsibilities to the Board of Education. ● Calendar dates for meetings (at least 4 annually). ● Public acknowledgment of DEI leadership team/committee that 	<p>Superintendent and Board members</p>	<p>Summer 2022</p>

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		<p>includes a campaign to inform the HPS community about the committee/team's purpose.</p> <ul style="list-style-type: none"> • DEI leadership team/committee is diverse and includes voices/perspectives from HPS community members from a range of cultural, ethnic, gender backgrounds with a particular interest in including members from historically marginalized and oppressed communities. 		
HPS has an effective and proactive communication plan	<p>Develop a plan and means of communication for responding to instances of bias in the district.</p> <p>Develop a plan and means for both sharing information about DEI related activities and collecting feedback from the HPS community about experiences/concerns related to DEI.</p>	<ul style="list-style-type: none"> • A plan is developed, perhaps informed by resources like <i>Responding to Hate & Bias at School</i>³ resource, that prepares the district to efficiently and effectively respond to instances of bias in the district. • HPS community members feel informed/heard/valued/prepared when instances of bias occur in the district. 	Superintendent, Board members, & District DEI leadership team	Summer 2022
Establishment of DEI leadership teams/committees at each school building	Invite school personnel and students to join a building team/committee to develop a culture of equity and inclusion through professional learning and special events.	<ul style="list-style-type: none"> • Calendar dates for meetings. • Calendar for events and opportunities. • DEI leadership team/committee develops a mechanism to seek input from building principals. 	Building principals	Fall 2022

³ The district can prepare for future instances of hate and bias by developing a plan informed by Learning for Justice (2017) - *Responding to Hate and Bias at School: A Guide for Administrators, Counselors, and Teachers* <https://www.learningforjustice.org/sites/default/files/2021-11/LFJ-2111-Responding-to-Hate-at-School-November-2021-11172021.pdf>.

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<p>Establishment of annual equity audits that examine policies and practices in the district that impact diversity, equity, and inclusion and inform the development of benchmarks to measure progress</p>	<p>Data will be collected on district policies (e.g., discipline) and practices (e.g., curriculum offerings) to ensure HPS community members are getting the support they need and that everyone within the community feels safe, seen, and valued.</p>	<ul style="list-style-type: none"> ● HPS has developed a process in collaboration with the DEI leadership team/committee to identify areas that undermine equity and inclusion in the district. ● DEI leadership team/committee is given access to data and resources to assist with annual equity audits where findings will be made available for the HPS community. ● Auditing process will include an external party that coordinates with the DEI leadership team/committee to collect, analyze, and share information. ● Annual equity audits look like Framingham Public Schools’ District Equity Audit⁴. 	<p>Superintendent, Board members, & District DEI leadership team</p>	<p>Annually</p>
<p>The work of District leadership reflects the HPS commitment to diversity, equity and inclusion.</p>	<p>DEI professional development for HPS leadership including the Board and the Superintendent regarding diversity and inclusion.</p>	<ul style="list-style-type: none"> ● Policies consistent with and supporting the guiding principles of the HPS DEI plan. ● Regular publication of the efforts made by District leadership to further their understanding of DEI and how they are applying those lessons in their every day work. 	<p>District DEI leadership team</p>	<p>Continuous</p>

⁴ School districts are implementing equity audits like Framingham Public Schools (2020) - *District Equity Audit*
<https://www.framingham.k12.ma.us/cms/lib/MA01907569/Centricity/Domain/81/2019-2020/08.19.20/FPS%20District%20Equity%20Audit-%20School%20Committee%20Packet.pdf>

Student-Centered Support Programming

All students from all backgrounds feel valued and empowered in an equity-oriented school setting. With this in mind, HPS endeavors to create learning environments that have the type of curriculum, resources, and programming reinforces the principles of equity, inclusiveness, joy, recentering, humility, and data-driven decisions that are at the core of this equity plan.

Goals	Actions	Indicators of Success	Oversight	Timeline
<p>Students have a specific person or place to go when a need arises</p>	<p>Establish safe/affirming/caring spaces at each school where teaching and counseling staff serve as points of contact/advocates for specific groups of students to discuss ongoing needs.</p> <p>Each school building is strongly encouraged to develop connections to off-campus (e.g., MSU) resources and to also consider supporting peer-mentoring programs.</p>	<ul style="list-style-type: none"> ● Teaching and counseling staff have the resources to support students' needs. ● Physical spaces are available for students to feel safe, affirmed, and cared for. ● Students report having staff in their building to assist them with challenges they are experiencing. ● Less reports of repeated issues and concerns. 	<p>District DEI leadership team; Building principals; Building DEI leadership teams/committees</p>	<p>Continuous</p>
<p>Establishment of a 'Perspective Forum' with substantive student participation</p>	<p>Create forums where students can learn civil discourse and active listening skills while also sharing their perspectives on race/gender/ability/LGBTQ+ /socioeconomic</p>	<ul style="list-style-type: none"> ● Students report having a better understanding of commonalities and differences. ● Students are better able to examine the nature and impact of societal inequalities. ● Students are able to explore ways of working together 	<p>District DEI leadership team; Building principals; Building DEI leadership teams/committees</p>	<p>Bi-annually</p>

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	<p>experiences—similar to MSU Dialogues⁵.</p> <p>Common practices/expectations will be established through mediation training (informed by mediation education resources⁶) to ensure that forums are inclusive and engaging.</p>	<p>collaboratively toward greater equity and justice in school and society.</p> <ul style="list-style-type: none"> ● Students report feeling more prepared to live, work, and lead in a complex, diverse stratified society. ● Groups of students are trained on how to facilitate conversations about stereotypes, biases, and boundaries. 		
Establishment of equitable practices for student participation in programs and activities	<p>Establish continuous audits of participation policies and communications strategies to ensure no student is excluded from participating in a program or activities because of their race/gender/ability/LGBTQ+ /socioeconomic status.</p> <p>Develop transportation resources to make activities more accessible.</p>	<ul style="list-style-type: none"> ● Policies/guidelines are developed for programs and activities. ● Students report increased levels of access to school programs and activities. 	District DEI leadership team; Building principals; Building DEI leadership teams/committees	Continuous
Celebration of cultural differences	<p>Organize events that share food, art, histories, and other aspects of cultural legacies through community outreach and collaborations with</p>	<ul style="list-style-type: none"> ● Host no less than three cultural events a year to celebrate individual cultures. 	District DEI leadership team; Building principals; Building DEI leadership teams/committees	Continuous

⁵ Michigan State University (MSU) Dialogues is an intergroup dialogue program that is designed as a face-to-face learning experience that brings together people from different identity groups over a sustained period of time - <https://inclusion.msu.edu/education/intercultural-dialogue1.html>.

⁶ University of Michigan’s Office for Institutional Equity offers a number of mediation training resources on their website - <https://oie.umich.edu/discrimination-and-harassment-resolution-process/mediation-services/mediation-education-and-resources/>.

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	organizations in Haslett and at MSU.	<ul style="list-style-type: none"> • Students report increased awareness of cultures other than their own. 		
Students are exposed to a more inclusive range of activities and clubs	Create forums to expose students in all buildings to more activities that can accommodate all students regardless of positionality.	<ul style="list-style-type: none"> • Make use of local resources like MSU’s club list to highlight activities such as chess, track, wheelchair basketball, and more are explored without limitations. 	District DEI leadership team; Building principals; Building DEI leadership teams/committees	Annually

Family and Community Engagement

Just as is the case with HPS students, families and community members from all backgrounds must feel valued and empowered in an equity-oriented school setting. This plan seeks to strengthen mechanisms for communication and opportunities for participation that reinforce the principles of equity, inclusiveness, joy, recentering, humility, and data-driven decisions for non-student and staff members of the HPS community.

Goals	Actions	Indicators of Success	Oversight	Timeline
<p>Advance engagement among the district, families, and the community on the topics of equity and inclusion</p>	<p>Communicate to families, businesses, and alumni about the Haslett Equity Plan, the Equity Planning Committee, and its purpose by posting equity plan on the district's website, Facebook page, and other social media platforms.</p> <p>Present equity plan at PTO meetings.</p> <p>Provide suggestions to families about equity-oriented activities.</p>	<ul style="list-style-type: none"> Establish baseline measures of current engagement as early as possible in order to measure progress and needed improvements. Higher rates of family and community participation in equity-oriented events and activities. Higher rates of advocacy from family and community members invested in the equity plan's guiding principles. Increase in satisfactory resolution of issues and concerns between the District and families/students. 	<p>District DEI leadership team; Building principals</p>	<p>Continuous</p>
<p>Transparent and easily accessible district/building information</p>	<p>Create clear mechanisms for parents to ask questions and provide feedback to district and school leaders.</p> <p>Identify a point person and process in each building for families to ask questions/provide feedback.</p>	<ul style="list-style-type: none"> Contact information is shared with families and community members in multiple formats (e.g., email, back-to-school letter, magnet). There are multiple ways for families to ask questions (e.g., email, phone, comment box, electronic form). 	<p>Superintendent, Board members, & district DEI leadership team, Building principals; Building DEI leadership teams/committees</p>	<p>Continuous</p>

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	<p>Distribute paper mailing once a semester of critical items in accessible languages and formats.</p> <p>Create monthly videos from building principals/school leaders that include key information that can be accessed at a later time.</p> <p>Create a central hub (virtual) where district and building news, meeting minutes/reports, and announcements can be shared that include tools like tags⁷ (as an example) to organize information for increased accessibility.</p>	<ul style="list-style-type: none"> ● Communications and documents are accessible and provided in multiple languages. ● Families are accessing materials independently. ● Families are better informed about district requirements, events, and activities. ● Surveys are used to collect information from students, families, and community members on their satisfaction with HPS’s communication methods and progress towards equity plan goals. 		
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⁷ San José Unified Schools District’s news webpage uses tags to make information more accessible - <https://www.sjusd.org/whats-happening/news/>.

Curriculum & Instruction

Students are sent to school to be exposed to standards-based content in order to be prepared for opportunities and challenges beyond our classrooms. HPS must ensure that the curriculum students experience and the manner in which it is delivered is informed by a commitment to uplifting everyone’s humanity and dignity. This plan seeks to promote an approach to teaching that is thoughtful, rigorous, and informed by the principles of equity, inclusiveness, joy, recentering, humility, and data-driven decisions because we know it will help prepare HPS students for an increasingly diverse world.

Goals	Actions	Indicators of Success	Oversight	Timeline
<p>Students experience an inclusive curriculum in which issues of diversity and equity are prioritized</p>	<p>Teachers are provided professional learning opportunities and time to develop equity-focused resources and activities that can be added to curriculum maps—resources and activities will be aligned with the Michigan Curriculum Standards and Benchmarks⁸.</p> <p>Establish continuous curriculum equity audits across all grades and subjects in every building that examine formal (e.g., lesson plans and assignments) and informal (e.g., field trips, athletics, assemblies, service learning, and holidays) learning.</p>	<ul style="list-style-type: none"> • Students report feeling challenged by the curriculum. • Students’ knowledge about multiple, diverse communities increases. • Students from marginalized communities report feeling represented in the curriculum. 	<p>District DEI leadership team; Building principals; Building DEI leadership teams/committees; Department leads</p>	<p>Annually</p>

⁸ Curriculum in the district will always be in line with the Michigan Department of Education’s Academic Standards - <https://www.michigan.gov/mde/services/academic-standards>.

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	Develop surveys and collect information from students to measure impact of curriculum efforts.			
Establishment of equitable academic and social environments that support student learning, growth, and development	<p>Review grading policies, procedures, and practices.</p> <p>Implement restorative justice practices at all levels.</p> <p>Review class placement policies, procedures, and practices (especially in honors and AP classes).</p> <p>Review assessment policies, procedures, and practices.</p> <p>Review disciplinary policies, procedures, and practices.</p> <p>Review all district/building policies, procedures, and practices.</p>	<ul style="list-style-type: none"> • No predictability of academic and social outcomes exists based on personal characteristics and social circumstances. • Have staff and students (subcommittee) in each building trained to be trainers of restorative justice practices. 	District DEI leadership team; Building principals; Building DEI leadership teams/committees; Department leads	Continuous
Students are prepared for an increasingly diverse world	<p>Recognize a diverse range of holidays/religious observances.</p> <p>Increase student exposure to culturally diverse and relevant material that is reflective of all their</p>	<ul style="list-style-type: none"> • Students report increased empathy and awareness of cultures other than their own. • Students report increased appreciation for opportunities to learn about communities other than their own. 	District DEI leadership team; Building principals; Building DEI leadership teams/committees; Department leads	Continuous

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	<p>multiple intersecting identities.</p> <p>Review of current extra-curricular programs offered at middle/high school level to ensure opportunities to participate are equitable.</p> <p>Review of elective courses at middle/high school to determine if course offerings are aligned with equity plan priorities.</p> <p>Increase community partner collaborations in and outside of the classroom across all grades and buildings.</p>	<ul style="list-style-type: none">● Students from marginalized communities report feeling represented in the curriculum.		
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Recruitment, Hiring, Development, and Retention

It is important to provide a diverse group of candidates for all Haslett Public Schools to attain a workforce that is reflective of our community and surrounding areas. Our administrators and district leadership seek to develop strategies from which to select highly qualified candidates from diverse backgrounds for interviews and the hiring process. Our goal is to cultivate pools of highly qualified and diverse candidates, and to establish recruitment, hiring, development, and retention practices that reinforce the principles of equity, inclusiveness, joy, recentering, humility, and data-driven decisions.

Goals	Actions	Indicators of Success	Oversight	Timeline
New hires are better informed on diversity, community, students and colleagues within HPS.	Establish resources, meeting times, group activities, to orient new hires to the district and the equity plan.	<ul style="list-style-type: none"> New hires report feeling welcomed and valued in HPS and attend provided DEI professional learning opportunities. 	District DEI leadership team, HR, Building principals; Building DEI leadership teams/committees	Annually
District staff and employees are representative of the diverse and inclusive environment we are striving for in HPS	Develop intentional hiring strategies that involve posting/advertising new positions in spaces that lead to more diverse candidate pools (e.g., race/gender/ability/LGBTQ +/socioeconomic status).	<ul style="list-style-type: none"> Consistently diverse group of applicants for new positions in the district.. 	District DEI leadership team, HR, Building principals	Annually
New staff postings are written to recruit staff who share HPS’s commitment to advancing diversity and equity work in the district	<p>Develop both postings/job descriptions that communicate HPS’s commitment to diversity and equity work.</p> <p>Develop strategy to ensure new positions are advertised to appropriate stakeholders</p>	<ul style="list-style-type: none"> Applicants for new positions are better informed on HPS’s commitment to diversity and equity work. Increase in the number of applicants for new positions that are able to talk about how their 	HR, Building principals; Building DEI leadership teams/committees; Department leads	Annually

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	to maximize the quality and diversity of applicants.	work will contribute to HPS’s equity plan.		
More comprehensive interview process for new staff positions	<p>Ensure that the interview process has more than just questions and screeners—includes a teaching demonstration, reference calling, and some evidence of prior diversity and equity work.</p> <p>Develop interview questions that reflect HPS’s commitment to advancing the equity plan.</p>	<ul style="list-style-type: none"> Revised protocols for the interview process. 	HR, Building principals, Building DEI leadership teams/committees; Interview team	Annually
Increase staff awareness of district goals towards diversity and equity during interview process	Develop a handout that is quick training about awareness of personal bias and common language to use or avoid.	<ul style="list-style-type: none"> Staff is better prepared to interview potential new hires and is using common language. 	HR, Building principals, Building DEI leadership teams/committees; Interview team	Annually

Professional Learning

All HPS educators are here because they want to support students’ growth. In order to ensure that HPS educators are best positioned to meet the needs of all students, we seek to promote a professional learning plan that is informed by the principles of equity, inclusiveness, joy, recentering, humility, and data-driven decisions.

Goals	Actions	Indicators of Success	Oversight	Timeline
<p>HPS educators are prepared to advance equity in their work with students</p>	<p>Provide professional learning opportunities annually for HPS staff to receive resources and strategies for implementing the principles of equity, inclusiveness, joy, recentering, humility, and data-driven decisions into their practice.</p> <p>Make resources and strategies available to HPS educators through multiple platforms.</p> <p>Develop case studies based on experiences specifically in HPS that include examples with students, parents, teachers, community members, and administrators.</p> <p>Develop parent-student-teacher work groups, book groups, coaching sessions, and other</p>	<ul style="list-style-type: none"> ● High rates of staff participation equity-focused professional learning opportunities. ● Increase in reported staff satisfaction with equity-focused professional learning opportunities. ● Increased integration of equity-focused professional learning resources and strategies into curriculum. ● Increasing number of staff that can articulate at least one area of growth in the principles of equity, inclusiveness, joy, recentering, humility, and data-driven decisions each year. ● Staff reports increasing preparedness to respond to incidents of bias and hate. 	<p>Superintendent; Board members; District DEI leadership team; Building principals; Building DEI leadership teams/committees; Unions</p>	<p>Tri-annually</p>

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	<p>strategies to develop teachers' competence and confidence doing DEI work in their classrooms.</p> <p>Develop district-wide back-to-school professional learning opportunities that reflect diversity and equity issues that are a part of the national landscape in anticipation for the new year.</p> <p>Establish common terms and language for staff to use in the classrooms, adapting them to be used across different age groups.</p> <p>Develop surveys to measure staff attitudes about professional learning opportunities and their practices relating to equity, inclusiveness, joy, recentering, humility, and data-driven decisions (this may or may not be a part of the equity audits).</p> <p>Support and encourage institutional efforts to reflect on policies, practices, and procedures that might undermine the principles of equity, inclusiveness, joy, recentering, humility, and data-driven decisions into</p>			
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	<p>their practice (i.e., this work should not fall on individual educators without structured support).</p>			
<p>HPS educators regularly engage in external equity-focused professional learning opportunities</p>	<p>Provide funding, time, and incentives for staff to deepen and share additional equity-focused resources and strategies for implementing the principles of equity, inclusiveness, joy, recentering, humility, and data-driven decisions with other staff.</p> <p>Establish systems for recognition of staff additional professional learning and sharing.</p>	<ul style="list-style-type: none"> ● Increasing number of staff begin participating in these external equity-focused professional learning opportunities. ● Increasing number of staff begin taking on leadership in equity plan efforts. ● Increasing number of opportunities and support for student and community engagement. 	<p>Building principals; Building DEI leadership teams/committees; Unions</p>	<p>Annually</p>
<p>HPS educators are equipped with resources and strategies in professional learning opportunities to make their teaching data-driven and current with best practices educational research</p>	<p>Create time and resources for HPS educators to get to know their students and apply equity-focused professional learning to their classroom.</p> <p>Develop and share expert-informed tools that will support educators' efforts to implement evidence-based practices.</p>	<ul style="list-style-type: none"> ● Educators report having a clearer sense of the support they still need to implement equity-focused strategies into their work. ● Increasing numbers of HPS educators are making use of tools to assess the impact of their teaching practices. ● Pre/post assessment data is regularly collected to measure effectiveness of equity-focused professional learning opportunities. 	<p>Superintendent; Board members; District DEI leadership team; Building principals; Building DEI leadership teams/committees; Unions</p>	<p>Continuous</p>

HASLETT EQUITY PLAN 2022

		<ul style="list-style-type: none"> Increasing number of educators are using school data to drive decisions related to discipline, attendance, reported incidents, parent reports, use of student services and more. 		
HPS educators are able to integrate equity-focused professional learning into activities outside of the classroom	<p>Offer equity-focused learning opportunities to the community and teachers together in and out of the classroom (events could count towards PD hours).</p> <p>Offer round table events with parents and students to discuss equity, inclusiveness, joy, recentering, humility, and data-driven decisions in HPS.</p> <p>Outreach to the community to gain insight into different cultures and traditions.</p>	<ul style="list-style-type: none"> Increasing numbers of educators participate in community centered events. Consistent representation from a variety of parents and community members at learning events. Post assessment data is regularly collected from community members to measure effectiveness of equity-focused learning events. 	Superintendent; Board members; District DEI leadership team; Building DEI leadership teams/committees; PTO/PCC; other community groups	Annually
HPS educators are able to support all students when the need arises	Provide professional learning opportunities that will help educators create safe/affirming/caring spaces.	<ul style="list-style-type: none"> Teaching and counseling staff have the resources to support students' needs. Physical spaces are available for students to feel safe, affirmed, and cared for. Students report having staff in their building to assist them with challenges they are experiencing. 	District DEI leadership team; Building principals; Building DEI leadership teams/committees	Continuous

