

DIVERSITY, EQUITY
AND INCLUSION

3 YEAR PLAN

DOWNINGTOWN AREA
SCHOOL DISTRICT

WHAT IS DEI?

A SUMMARY



DIVERSITY

- Who is in the room?



EQUITY

- Who is trying to get into the room, but can't?
- Does everyone have what they need to stay in the room?



INCLUSION

- Have everyone's ideas been heard?
- Who are we impacting?

DATA SOURCES



- DASD Incident Reports
- PIMS Data
- Future Ready Website
- Significant disproportionality data
- Building Equity Reports
- SafeToSay Data
- Safe Schools Report
- Personal experiences shared with Director of DEI and CETF from teachers and students

ARE THESE PUBLIC REPORTS?



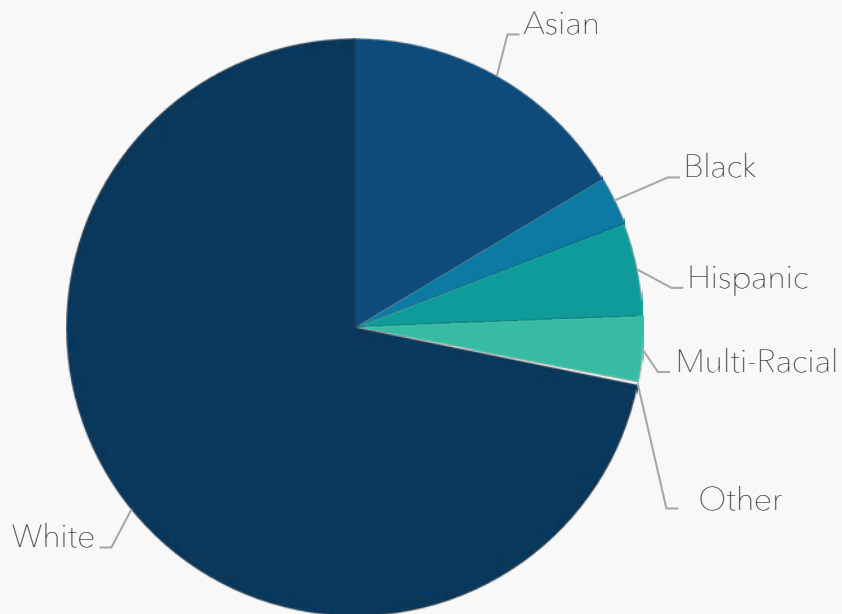
Future Ready - <https://futurereadypa.org/>

This is a 'report card' for each school that summarizes school performance. They also give demographic information - gender, race, and student groups (EL, special education, etc). This site also links to the School Safety reports that are based on the Safe Schools PIMS submission (behavior incidents).

You can find the **Civil Rights Data Collection** reports at <https://ocrdata.ed.gov/profile/9/district/28229/summary> for DASD. This is an every-other-year report that details the previous year's data. The last report shares the 2017 data, as COVID delayed the reporting of the 2019 data. This collection covers behavior reporting, athletics, courses offered to student, etc.

You can also find a number of other reports on PDE's site at <https://www.education.pa.gov/DataAndReporting> that gives **demographic data** for gender and race.

WHY EQUITY?



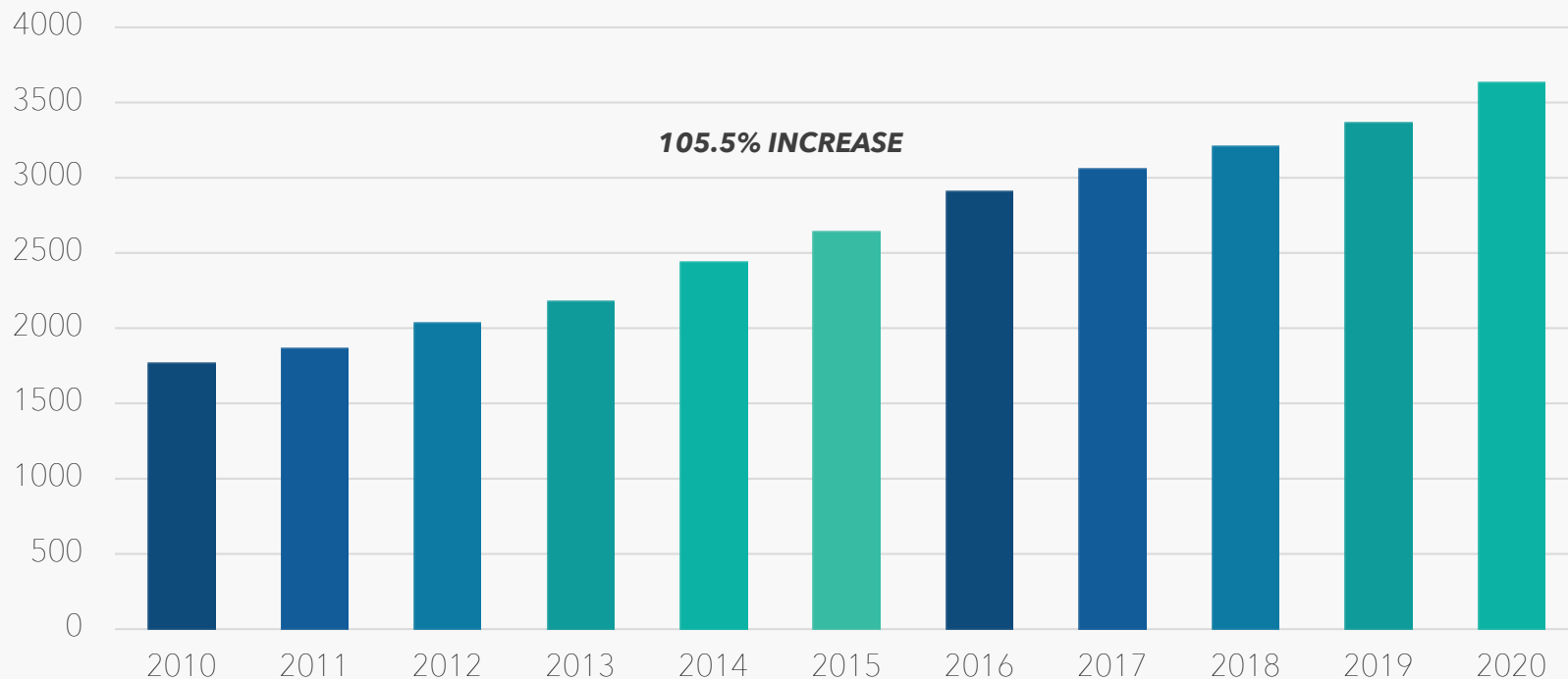
2020 CULTURAL DIVERSITY OF DASD STUDENTS

White	71.8%
Asian	16.4%
Black	2.8%
Hispanic	5.2%
Multi-Racial	3.6%
Other	0.2%

WHY EQUITY?

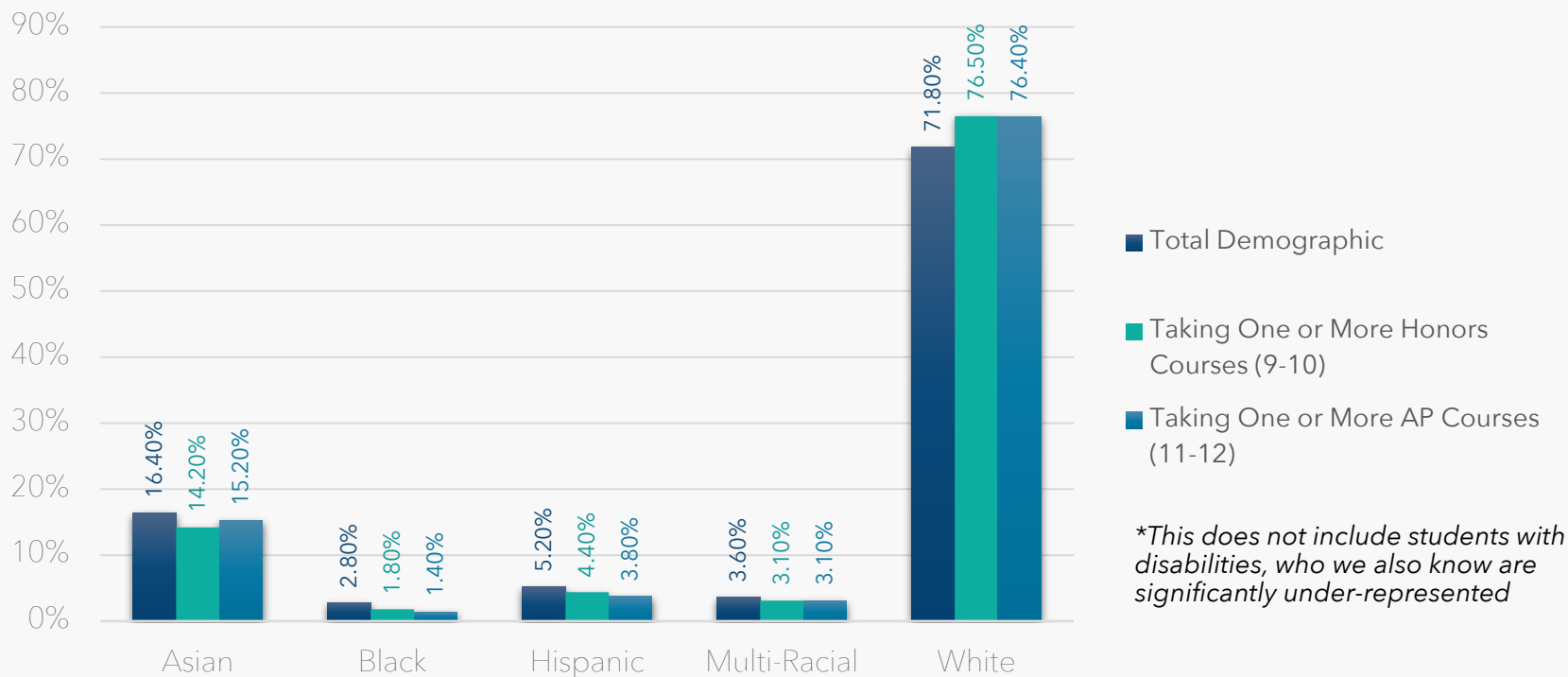


10-YEAR INCREASE IN CULTURAL DIVERSITY OF DASD STUDENTS



WHY EQUITY?

2019–20 HONORS/ADVANCED PLACEMENT DEMOGRAPHICS

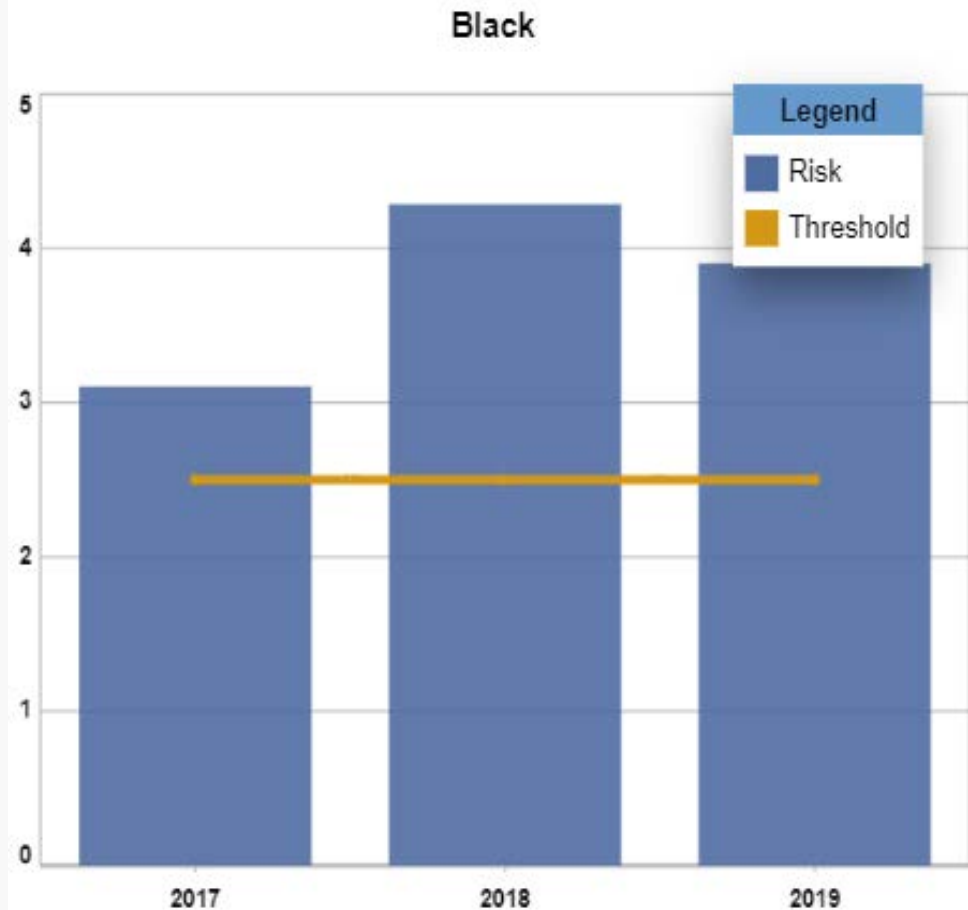


WHY EQUITY?

DASD IN-SCHOOL SUSPENSION DATA

Impacts: Black/African American students with an IEP or disability

Three year look at disproportionality data

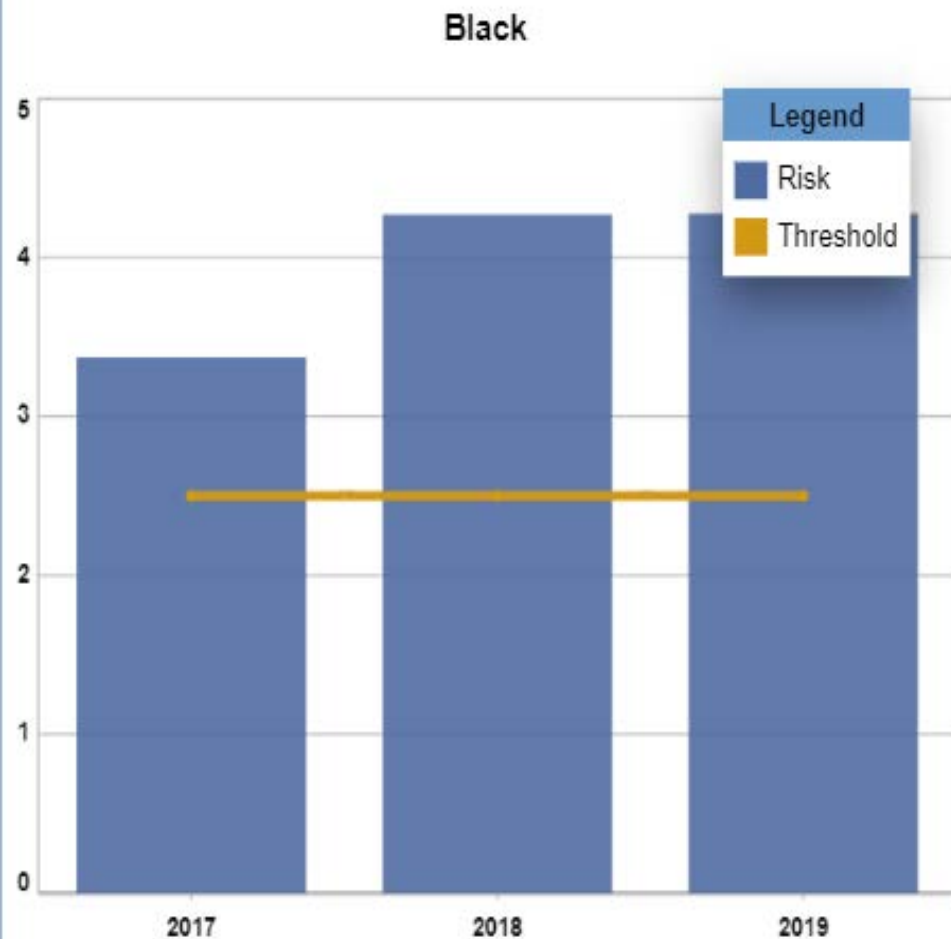


WHY EQUITY?

DASD DATA - TOTAL REMOVALS

Impacts: Black/African American students with an IEP or disability

Three year look at disproportionality data



WHY EQUITY?



HOW DOES EXCLUSIONARY DISCIPLINE IMPACT STUDENTS?

- Negative perception of school through exclusionary discipline.
- Restricted access to general education.
- Decreased desire for higher education.
- Higher percentage of dropout rates.
- Widens achievement gap.
- Without inclusion in general education classrooms, students have a harder time improving their academic and social performance.
- Students suspended miss out on important “in-class” instruction. This leads to lower levels of educational success in DASD.

WHY EQUITY?



≈ 2,200 (16.9%)

DASD students
receive special
education services



≈ 300

DASD students
receive gifted
education services



≈ 215

DASD students
participate in the
English-Language
Learners Program



≈ 300

DASD students
receive
accommodations
through a section
504 service
agreement



1,512 (11.7%)

DASD students are
from a low-income
household

THIS WORK SUPPORTS ALL STUDENTS

- **MENTAL HEALTH**
School-wide strategies that align wellness, inclusion, diversity and equity empower all students to meet their individual and unique goals
- **DECREASE K-12 DISCIPLINARY INFRACTIONS**
including incidences of bullying, disrespect, intolerance, inappropriate behavior, forms of harassment/intimation, etc.
- **SKILLS FOR THE FUTURE**





CULTURAL EQUITY TASK FORCE

The purpose of the DASD Cultural Equity Task Force (CETF) is to ensure equity for students, staff and families by eliminating bias and inequities in our classrooms and in our schools.

The CETF supports enacting policies, procedures and practices that are both culturally responsive and culturally sustaining.



Director of
Diversity, Equity
and Inclusion



Cultural Equity
Taskforce Team

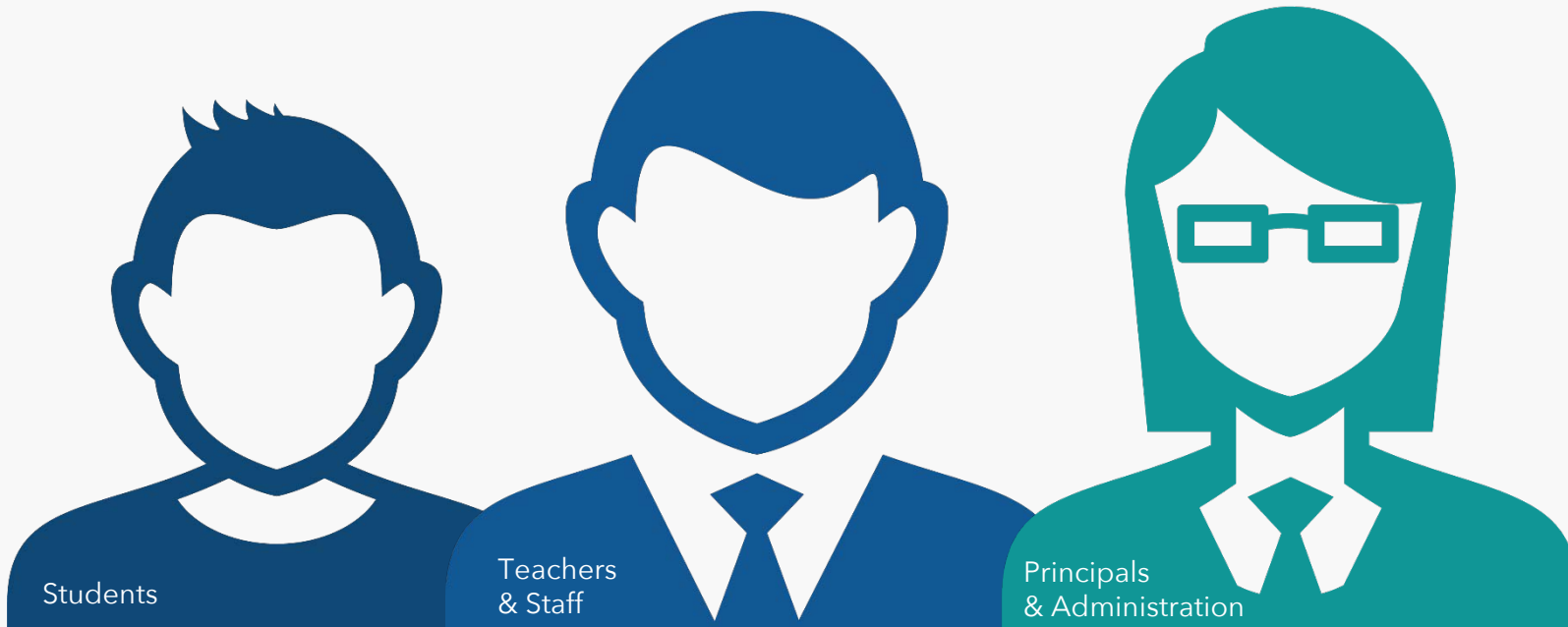


Cultural Equity
Taskforce
Leadership Team



Building Equity
Teams

WHO CREATED THE DIVERSITY, EQUITY AND INCLUSION DIVERSITY PLAN?



HOW WAS THE PLAN CREATED?

This plan is a living document. As such, periodic adjustments will be necessary to capture progress and improvements as well as the need for redirection to ensure a deliberate course toward our goals for diversity, equity and inclusion. Responsiveness is key.

Beginning 2017 —————> As of today

There are nine goals that represent major areas of focus.

Goals were collected and discussed from teacher experiences, listening sessions, focus groups, building equity data and personal accounts from students

In each goal, there is a timeline, measure of success and approach that will describe how the goal intends to be carried out.

Benchmarking

- Common practice in most organizations
- Programs and offerings comparable to other districts

The draft plan was reviewed during the CETF meetings on April 22 and May 13, 2021.



YEAR 1

- Continue to establish intentional and positive relationships with students, teachers, staff and principals
- Continue to gather new data as it becomes relevant to the mission and vision of the department

GOAL #1

**Create an inclusive,
equitable, safe and
welcoming district
community**

Timeline: Year 1

Strategy 1.1: Expand and diversify
Cultural Equity Task Force Team

Strategy 1.2: Ensure an equitable and
inclusive community for district
employees

Strategy 1.3: Improve facilities,
buildings, hallways, classrooms &
common spaces to ensure they are
welcoming to all students, teachers
and staff



GOAL #2

Recognize, honor, and respect difference and diversity

Timeline: Year 1

Strategy 2.1: Cultural celebration and monthly recognitions

Strategy 2.2: Pursue diversity, equity and inclusion through trainings and events

Strategy 2.3: Increase disability awareness and acceptance throughout district



Goal #3

Professional development and trainings for teachers and staff

Timeline: Year 2

Strategy 3.1: Ensure that teachers and staff receive "See Something, Say Something" program

Strategy 3.2: Maintain a professional development plan for teachers and staff that aligns with the Diversity Plan

Strategy 3.3: Provide guidance to teachers, staff and administration on developing, hosting and teaching diversity, equity and inclusion programming, activities and events as requested




Goal #4

Recruit, retain, and increase diverse and multiculturally competent faculty, staff and administration

Timeline: Year 2

Strategy 4.1: Develop a sustainable recruitment plan and promotional tools to attract diverse and culturally competent potential employees

Strategy 4.2: Develop modules for existing mentoring programs to support new teachers; these modules may include factors not addressed in already existing program



DASD is expanding our recruiting efforts to recruit diverse teachers with diverse teaching experiences and we are making efforts to ensure that our staff are reflective of our student body. Our intention is to make our district more desirable and the hiring process more appealing to a more diverse group of candidates. As in the past, DASD will always hire the most qualified candidate for the job.

Goal #5

Strengthen parent, guardian, and community partnerships

Timeline: Year 1

Strategy 5.1: Improve participation, feedback and communications with parents and guardians regarding diversity, equity and inclusion



Goal #6

Reduce the academic achievement and opportunity gaps to maximize student success and college and career readiness

Timeline: Year 2

Strategy 6.1: Review discipline and suspension data

Strategy 6.2: Expand understanding of the achievement and opportunity gaps within the district



Goal #7

Strengthen connections with ESL families

Timeline: Years 1-3

Strategy 7.1: Work with English Second Language (ESL) department to provide resources to families that connect them to the DASD community



Goal #8



District organizational change and development

Timeline: Years 1-3

Strategy 8.1: Revamping district website to include diversity as main tab

Strategy 8.2: Implementation of district incident reporting form - Form can be used by anyone in the community (students, parents, community members). Teachers will continue to use standard reporting listed in student conduct policy and reporting. This is similar to the Safe to Say program.

Strategy 8.3: Implementation of district inequity report form



Goal #9

Empower all students to accomplish excellence

Timeline: Years 1-3

Strategy 9.1: Provide age-appropriate assemblies for students on kindness, empathy, blind spots and See Something, Say Something





DOWNINGTOWN AREA SCHOOL DISTRICT



Students

Parents

Community

Staff

Home

Our District

Schools

Departments

School Board

Get Involved

Calendar

Diversity, Equity and Inclusion

- > [Welcome](#)
- > [News & Events](#)
- > [Recognize Diversity This Month - Diversity Calendar](#)
- > [Cultural Equity Task Force](#)
- > [Resources](#)
- > [Our Equity History \(Student Diversity\)](#)
- > [Hiring Data](#)
- > [Community Partnerships](#)
- > [Student Clubs & Orgs](#)
- > [Policy & Procedures](#)
- > [Incident Report](#)
- > [Training](#)
- > [Student Achievement Data](#)
- > [Employment](#)
- > [Meet the Director of Diversity, Equity and Inclusion](#)
- > [Coming Soon!](#)

Welcome to Our DEI Page!

Downingtown Area School District is passionate about our students, staff, and our greater community! We want everyone who interacts with our district to feel included, respected, and treated with equity. Between our current [Cultural Equity Task Force](#) and hiring [Justin Brown](#) (our new Director of Diversity, Equity, and Inclusion), we're continuing to actively take steps to increase awareness and improve the DEI practices in DASD.

As we go along, our site will have more resources and will highlight the progress we're making. We look forward to showcasing our hard work!

Join our efforts and stay up-to-date!

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[Recognize Diversity This Month - Diversity Calendar](#)

[Join our Cultural Equity Task Force](#)

[Looking for the DASD Curriculum?](#)



DEI in DASD

