

DVCEE EXCELLENCE THROUGH
EQUITY
QUALITY PROGRAM REVIEW



Great Valley School District
Malvern, PA

FINAL REPORT OF FINDINGS
FALL 2023



Penn GSE
GRADUATE SCHOOL OF EDUCATION
UNIVERSITY of PENNSYLVANIA

Coalition for
Educational Equity

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To the Great Valley District and Community:

We would like to thank the Great Valley District administrators, building leaders, members of the Board of Directors, teachers, counselors, staff, parents/guardians, community members, students and other interested parties who participated in this Excellence Through Equity Review process during the 2022-2023 School Year. The Delaware Valley Consortium for Excellence and Equity (DVCEE) team valued and appreciated the willingness and openness of those who shared their thoughts with and provided their feedback to us.

Over the course of 145 individual and group interviews, we spoke with hundreds of participants working in or from the Great Valley School District (GVSD) community. These vested partners provided detailed responses to specific questions that were developed by a Great Valley advisory team in conjunction with a subset of DVCEE team members. Our team of professionals collected information on a variety of topics using interview and focus group protocols. The DVCEE team then identified equity-focused needs based upon a review of stakeholder experiences and district practices. Additionally, the team made practical suggestions for improvement by applying researched-based conclusions and their experience in the field to the data collected on-site, with consideration that the local context and priorities will ultimately determine action.

The purpose of this review is two-fold: 1) to identify conditions at the district that impact student experiences; 2) to provide the district with a framework for future and continued organizational growth. Our goal is that the report will help the district work toward ensuring that each student receives what they need to develop their full academic and social potential in an environment where everyone's dignity is honored.

We appreciate the opportunity to have played a role in the district's examination of its ongoing efforts to ensure educational equity in the Great Valley District. We wish you continued success in what is the most important and enduring work one can undertake - educating and preparing every child for future academic, professional, and personal success.

This report is respectfully submitted by:

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SECTION A: INTRODUCTION

During the 2018 -2019 school year, the Delaware Valley Consortium for Excellence and Equity (DVCEE) initiated a new service to our member districts that was designed to support the ongoing refinement of their educational equity improvement efforts. The *DVCEE Excellence Through Equity Quality Review* provides a focused and detailed examination of educational equity in policy and practice at the district and school level.

Educational equity is based on a shared commitment to ensure that every student receives what they need to maximize that success, and that districts are committed to assure all students' have equitable opportunity to access high level and engaging learning experiences, while actively eliminating institutional barriers to limit or deny access in district policy and practice.

This quality review was intended to understand the experiences of Great Valley School District (GVSD) stakeholders (including administrators, teachers, parents, and students). The goal was to provide suggestions that address gaps in equitable access and the creation of a greater sense of welcoming and belonging for the students and families that the district serves. We hope this report provides a helpful roadmap for the district's education programs the on-going development of impactful student learning experiences and a school culture that feels welcoming and inclusive to the entire GVSD community.

Historical Context and Timeline for the Work Needed

GVSD has been a valued and participating member of the Delaware Valley Consortium for Excellence and Equity since at least 2015.

Near the start of the 2019-2020 school year, Dr. Dan Goffredo, Superintendent, with the support of Assistant Superintendent, Dr. Joanna Wexler, contacted Dr. Bob Jarvis to discuss the completion of an equity quality review within the district.

Over the next 16 months, a diverse and experienced external team of educators and specialists associated with DVCEE began a conversation to design and complete an assessment of the status of educational equity in the district.

The team worked with the Great Valley Advisory Team to develop the review's final foci for the inquiry: 1) exploring the areas of need for equity work in the district, 2) determining available and necessary resources for the district to address student needs and 3) assessing the extent to which the district is welcoming and inclusive of all families.

The Excellence Through Equity Quality Review and identification of the visiting team was led by Tomea Sippio-Smith, M.S. Ed, J.D., and Ms. Dayna Muñoz, Director and Associate Director of DVCEE and the Coalition for Educational Equity at the Graduate

School of Education at the University of Pennsylvania and Dr. Robert Jarvis, Former Director of the Coalition for Educational Equity.

James Wigo, Former Superintendent of the Rose Tree Media School District and Ms. Caroline DeWitt, IES Predoctoral Fellow and Doctoral Student at the Graduate School of Education at the University of Pennsylvania also served as consultants on this review.

Participating team members were also identified from current DVCEE member districts and represented a wide swath of expertise and experience relative to the defined goals of the study. The team members graciously gave of their time, talent, and extensive practical knowledge to support their GVSD colleagues in the process.

Our review included in-person and virtual district and community interviews and focus groups that were scheduled from August 2022 through February 2023. The team also reviewed data, policies, and district documents related to practice to formulate our findings.

Specific district demographic, outcome and placement data was requested from and provided by district leadership.

This Excellence Through Equity Quality Review used the equity definition and focus questions found below for conversations with interviewees throughout this process.

Equity in education is defined as every student having access to the resources and rigor they need at the right moment in their education regardless of race, gender, ethnicity, language, disability, religion, sexual orientation, gender identity, family background and/or family income. ([Council of Chief State School Officers, 2017](#))

Focus Question 1: In what areas do you see a need for equity work in the district?

Question goal: What is our community's perception of the need for equity work?

Core probes for all constituents:

- What does equity in action look like to you?
- Tell me about a time/times when you've experienced or witnessed inequity in our system?
- What is GVSD not doing in this area that would be helpful?

Probes for building leadership:

- What equity data are you collecting and analyzing?

Focus Question 2: In what ways are the resources provided by the district helping all students to get what they need?

Question Goal – What are the necessary resources that we need to add, supplement, or change?

- Core probes for all constituents:
- Do you believe GVSD is doing enough to support all students and families?
- How well are available resources communicated or advertised?
- What barriers exist in your ability to access resources?
- What resources do people need more of?
- What resources don't exist?
- Is there any stigma around utilizing resources?
- Do you think the district is fairly distributing resources?

For students and caregivers:

- Is GVSD providing the resources your child needs to succeed at school (time, academic support, meals, etc.)? Do you know who/how to ask for help if you need it?

Focus Question 3: To what extent is the district welcoming and inclusive of all families?

Question Goal - Are all families being welcomed at GVSD? Are policies in place to help them navigate the district? Is information equally accessible to all populations?

Core probes for all constituents:

- How does GVSD support all families?

For students and caregivers:

- How did your family choose the GVSD district?
- How did the registration process work?
- What kind of support is available to you/your child(ren) to understand what is happening at school?
- If your child has ever had difficulty in school, how do teachers/principals communicate about it with you?
- Do we offer engagement opportunities that meet the needs of all families?

For staff:

- What programs and policies does GVSD have in place to support all families?
- What professional development have you received that targets students and their needs?
- How prepared do you feel to create a sense of belonging for all students in your classroom?

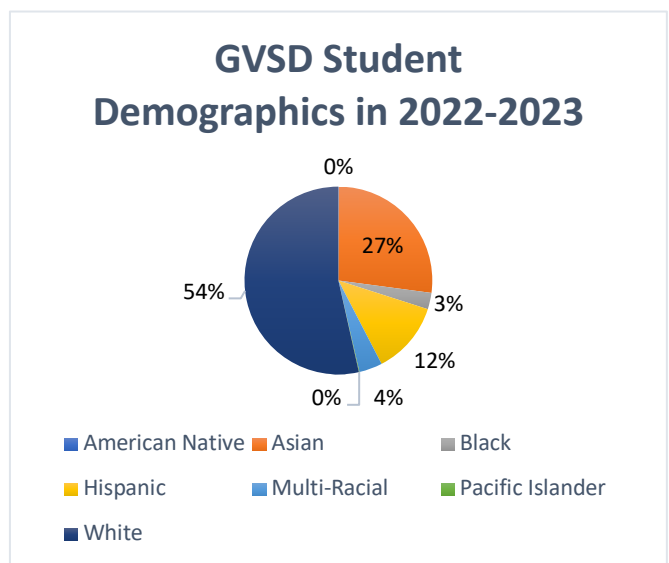
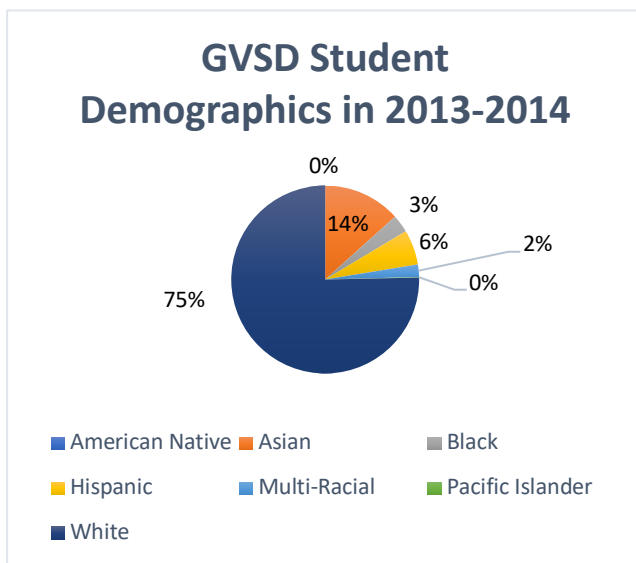
SECTION B: OBSERVED DISTRICT ASSETS AND STRENGTHS

Many participants view the Great Valley School District (GVSD) as one of the top districts in Pennsylvania. Some of the parents interviewed indicated that their families had resided in the district for generations, while others stated that they recently or moved into the district some time ago because of its highly rated schools. Great Valley High School has been recognized by Newsweek and [US News and World Report as a top tier high school in Pennsylvania](#).

As of Spring 2023, the district was home to four elementary schools, one middle school and one senior high school that currently serve approximately 4,700 of students.

In the 2022-2023 academic year, 54% of students identify as White, 27% as Asian students, 12% as Hispanic students, 4% as Multiracial, 3% as Black students, and .11% as Pacific Islanders, and .06% as Native American students.¹

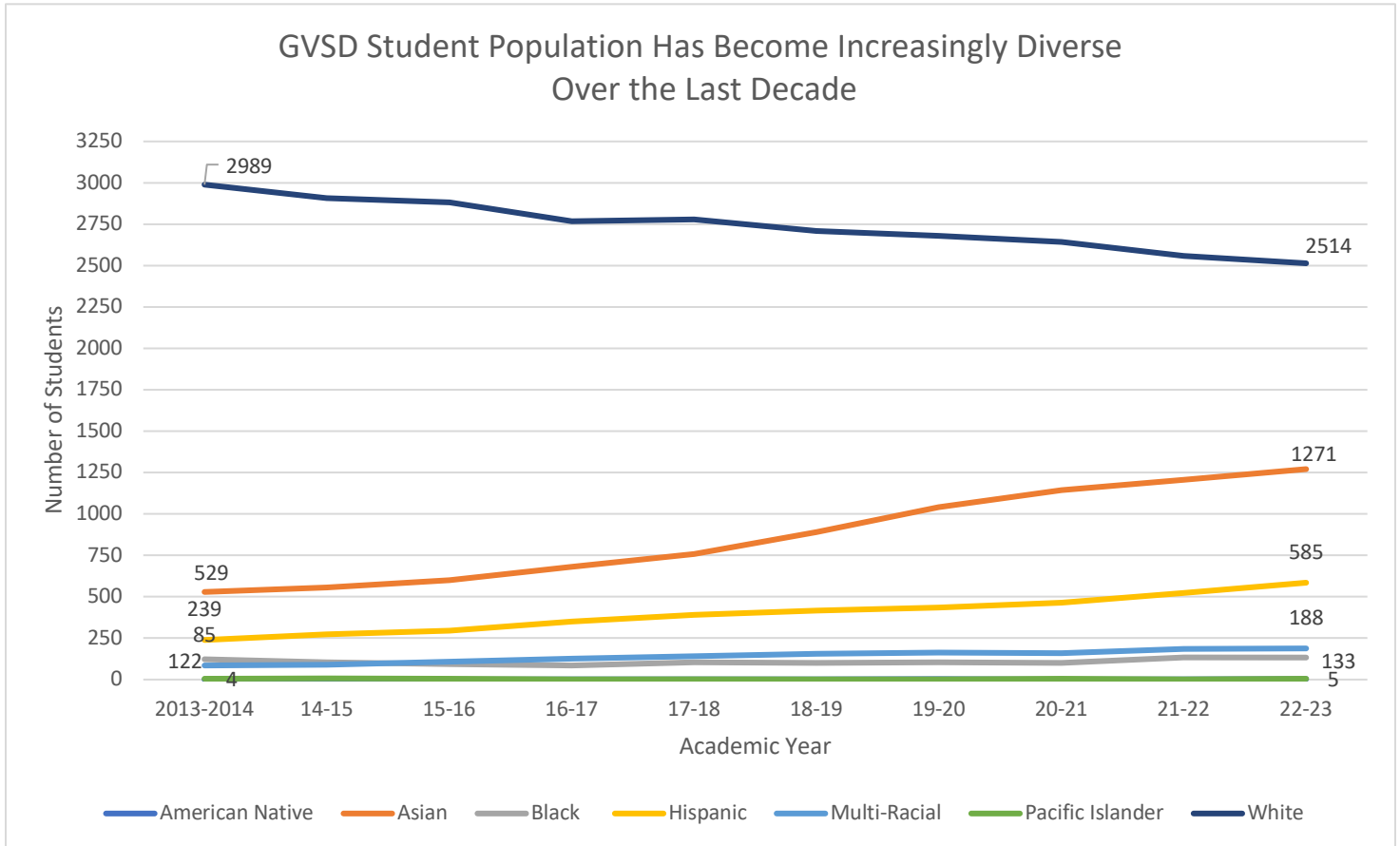
In 2013-2014, the total student population was 3,968; in 2022-2023 it was 4,699. During this time, the total student population in GVSD increased by approximately 18%². Additionally, over the same 10-year period, the populations of student demographic subgroups have also shifted.



¹ The demographic data was collected in accordance with the requirements of the PA Department of Education and as defined in the *Pennsylvania Department of Education, Pennsylvania Information Management System (PIMS)*. See <https://futurereadypa.org/Home/Glossary>

² Growth in student population was determined using the following equation: $((4,699-3,968)/3,968) * 100$.

Student populations with the most significant changes were Hispanic (145% growth), Asian (140% growth), and Multiracial (121% growth). The Pacific Islander and Black student populations also experienced a slight increase of 25% and 9% respectively while the White student population decreased about 16%³.



An Iterative Approach to Equity: District, Community & Co-Curricular Opportunities/Activities

In many cases, students, parents, teachers, and administrators with whom we talked indicated that they are proud members of the community. Several interested parties described a sense of “pride and belonging” in the district and celebrated its growing levels of diversity. The district’s highly rated status comes in part from its strong reputation for academic achievement and the significant points of engagement offered to students via co-curricular activities and clubs that address a wide range of interests.

Growing Diversity and Focus on Inclusion

³ The population growth for each student racial subgroup was calculated in a similar way to the total student population growth. See the table in Appendix C for the student racial group populations for each of the 10 years.

In June 2020, the school board passed a “Resolution Denouncing Racism and Affirming Great Valley School District’s Commitment to Anti-Racist, Diverse, Equitable, and Inclusive School Environments.” (See Appendix A)

In April 2022, the Great Valley School District adopted a policy on Educational Equity. (See Appendix B)

Review participants, including administration, staff, parents, and students noted the shifting racial, ethnic, linguistic, and economic diversity of GVSD as a key strength and emerging challenge. For example, 19% of students currently are considered economically disadvantaged as compared to 16% a decade ago. Students that identify as Asian, Black, Hispanic, or other minority now make up 46% of the student population with Asian students comprising the largest sub-group in the district (27%). Each of these shifts has impacted the district distinctly and offers opportunities to build a greater sense of community that encompasses all families. Of note, virtually all interested parties spoke about the need to enhance the district’s approach to creating inclusive spaces where all community members feel like they belong.

Many participants highlighted that a growing immigrant population has also added to the richness of the community. Though not all immigrant families need language support, interviewees highlighted an increasing awareness that additional support is needed for some English Language Learners and their families. Interviewees most often referenced Spanish-speaking students and families as a group in need of additional supports.

Noticeable rising economic diversity has sparked a conversation among interested parties, particularly among parents and staff, to rethink the supports needed for students. One area of focus has been the fee-structure and accessibility of the district’s in-school and after school activities to make opportunities easily available for all students.

There is also a recognition of the needs of the LGBTQIA+ population that the district serves. Importantly, several review participants pointed to the district’s policy on gender equity as a positive step to better serve the needs of LGBTQIA+ students.

GVSD’s changing student demographics prompted the district leadership to seek guidance in creating a model of equity and inclusion that can serve as an example for the greater community. This review was undertaken as a direct response to the district’s need for evaluation and guidance.

Teachers’ Relationships with Students and Staff

There was evidence from our focus groups and interviews that many GVSD teachers have made an impact on their students and their colleagues. We heard comments such as “teachers are the glue that hold the district together” and “they are willing to go above and beyond to help.”

Additionally, many participants shared their experiences with teachers working to create welcoming, engaging, and safe places for their students. For example, across the district, teachers and staff praised the English as a Second Language teachers for their persistence in trying to meet the needs of a rapidly increasing English Language Learner (ELL) population, while in some cases supporting students at multiple schools, without tools such as appropriate curricular materials, multi-lingual grade level books, additional needed staff, translated documents or adequate supplies.

Non-teaching staff noted that teachers often assist in training them on curriculum, policies, and procedures when they have not received professional development on a topic.

Some students we spoke to stated that when in need of advice or support, they turn to trusted adults in the school - who are often teachers. Several students said their teachers were “outstanding”. Overall, many parents indicated that teachers are helpful, and they appreciate the work that teachers are doing with their children. Similarly, parents largely lauded building principals as communicative and responsive when they approached them to advocate for their children’s needs.

However, other students shared fewer positive experiences and a desire for improved relationships between students and staff. In response, faculty and staff have collaborated with each other and with students to better understand students’ lived experiences and the challenges they are facing. In addition to their in-district work, we applaud the district’s efforts to build student leadership skills through experiential learning opportunities, such as the DVCEE 2023 Middle and High School Student Leadership Institutes. In fact, while at this year’s Institute, in a common theme, high school students expressed a desire for better communication with GVSD staff and teachers. Since then, students in attendance at the Institute have begun to present at faculty meetings on issues of importance to them. We encourage the district to continue to listen to students’ in-district and lived experiences, suggestions, and recommendations, and to continue cultivating GVSD’s work in student voice and leadership.

A significant number of staff, students, and parents indicated that the high school librarians offer a sanctuary for GVSD’s children. Students said that they see a variety of lived experiences represented in the displays at the library, as well as ample signage that they are in a safe space. They also reported that student requests to spend time in the library often exceed the daily allotment of passes due to high demand.

A Wide Array of Curriculum Offerings and Instruction

GVSD offers an extensive array of class offerings, including Advanced Placement, Honors, and Academic level courses along with a comprehensive selection of traditional electives. Notably, in Spring 2023, 80.9% of GVSD High School students are enrolled in

AP, Dual, and/or Honors courses.⁴ Although almost every student racial group is represented in these challenging classes, the share of students from each racial group that is taking at least one AP, Honors or Dual Enrollment Class, differs significantly. All groups have a higher than 70% participation rate apart from Hispanic students, who are enrolled at 45%.⁵

GVSD also offers a wide variety of clubs at the middle and high school levels that are of interest to many students. Further, the district provides students with opportunities to participate in competitive and intramural sports as well as the arts. Multiple interested parties shared feelings of pride in the extensive opportunities afforded to students. However, parents and students indicated more students would likely engage in these activities if GVSD provided late transportation buses or if fees were waived for participation in clubs and extracurricular activities. GVSD has taken steps to reduce the financial burden of participation on families for sports, clubs, field trips, and other activities by providing fee waivers for students and families facing financial hardships but some activities have additional costs that continue to hamper participation.

Special Education Support Services

The district provides a full array of special education support services. The Special Education Program has a long-standing positive reputation that parents reported as a factor in their decision to move into GVSD. We heard positive reflections from students and parents regarding the inclusive and supportive special needs classrooms and the educators teaching in those classrooms. Another point of pride for GVSD is that it is installing ADA compliant playgrounds at every elementary school so that children with disabilities can play alongside their peers using adaptive equipment and surfaces that they can navigate.

Expanding A Sense of Belonging

Recently, GVSD has worked to foster an increased sense of belonging among students and families by updating its calendar. Students now have days off for Diwali and Eid al-Fitr, in addition to Rosh Hashanah, Yom Kippur, Dr. Martin Luther King, Jr. Day, President's Day, Memorial Day, and Thanksgiving, Winter and Spring Break. GVSD has also invited more families to celebrate and share their traditions with each other. For example, during the celebration of Diwali, parents across the district held programs, cooked meals, and taught students and staff about the importance of the holiday. Some GVSD schools host cultural celebrations like Heritage Fest and acknowledge month long diversity observances. The school district also provides options for students and/or their parents who choose to opt out of celebrations, (i.e., alternative arrangements for students who did not wish to participate in a school's Halloween parade).

⁴ The data submitted by the GVSD included students enrolled in AP, Dual and/or Honors. The data was not disaggregated by category.

⁵ The data submitted by the GVSD included students enrolled in AP, Dual and/or Honors by race/ethnicity.

SECTION C: OBSERVATIONS AND RECOMMENDATIONS BY FOCUS QUESTION

Focus Question 1: Perception of the Need for Equity Work in the District

During the review, the interview teams met with stakeholder groups and asked about areas where they believed there was a need for equity work in the district. Because the definition and understanding of the term “equity” differs significantly, the CEE team offered the equity definition in GVSD’s Board Equity Policy for consideration for individual interviews and focus groups prior to them answering the focus questions:

Equity in education is defined as every student having access to the resources and rigor they need at the right moment in their education regardless of race, gender, ethnicity, language, disability, religion, sexual orientation, gender identity, family background and/or family income. ([Council of Chief State School Officers, 2017](#))

The interview teams then proceeded to ask each stakeholder group the first focus question considering the stated goal and core probes listed below:

FOCUS QUESTION 1: In what areas do you see a need for equity work in the district?

Question goal: What is our community’s perception of the need for equity work?

Core probes for all constituents:

- What does equity in action look like to you?
- Tell me about a time/times when you’ve experienced or witnessed inequity in our system?
- What is GVSD not doing in this area that would be helpful?

Probes for building leadership:

- What equity data are you collecting and analyzing?

Focus Group Participants Indicated There is A Need for Equity Work in GVSD

In interviews with GVSD administrators, teachers, staff, parents, school board members, and students, nearly all interested parties identified an ongoing need for equity work in the district. Although many focus group participants indicated that GVSD is a well-resourced district and that they enjoyed a sense of community, a majority acknowledged that some students and families may not share that experience. Specifically, English Language Learners and their parents, students experiencing poverty, Black/African American students, students with disabilities, students that identify as a part of the LGBTQIA+ community, and families that recently moved into the

district were identified by interested parties as groups that may experience a low sense of social-emotional safety in the district for varying reasons. Consequently, several themes emerged from the interviews and the quotes below encapsulate common opinions and beliefs as shared by participants.

Observations, needs, and recommendations by theme for the first question appear below:

A. Focus Group Participants were Unclear About GVSD's Position on Equity

Observation #1: No stakeholder group could identify a shared definition of equity for the GVSD. Many were unsure of whether the district had a definition of equity.

Comments from interested parties included:

"The district lacks a clear shared definition of equity." – Teacher

"Equity is a charged term in this district." -Teacher

"We have inconsistent definitions of equity; there is a misconception that equity means equal. All students do not need the same things. Learning should be individualized." - Administrator

"There is no shared understanding of GVSD definition of equity." – Parent

"Our SD as a whole seems to be doing enough [equity work] to get recognition, but not doing enough for us." - Student

Need #1: To build the GVSD community's awareness of the School Board's definition of equity.

Recommendations:

1. Develop a robust messaging campaign that validates and highlights GVSD's vision of equity and related terms as defined by the board's equity policy, SBP 832. For an example of such a campaign, see [here](#).
2. Ensure that all staff and the school board are briefed on and made aware of the GVSD messaging.
3. Draft an equity action plan with the district's equity team, CDI and other stakeholder input that is aligned with the meaning and definitions contained in SBP 832.
4. Conduct district-led meetings or assemblies with all GVSD stakeholder groups to familiarize them with the school board's policy on Educational Equity - Policy 832 (SBP 832) and the definitions contained therein

B. The GVSD Community Looks to Administration for Guidance on Equity Work

Observation #2: Multiple interested parties stated that the work around equity has been inconsistent in the district and that if the district is committed to the principle of equity, district administration must lead the work.⁶

Comments from interested parties included:

“Central office leadership on GVSD equity focus is needed; there is a lack of strong and clear statement of that intentionality from the top down.” – Teacher

“We start work on equity, then we stop. There is no consistency.” – Teacher

“Either we should do the work, or not do it; the administration must decide.” – Teacher

“There is no cohesion; this work is done piecemeal. There is no plan to address issues.”
- Parent

“I don’t think the staff has had too much DEI training or professional development; or none that I can recall. – Parent

“I would like to be educated on what resources are available and the training educators and people are receiving. - Parent

Need #2: For GVSD administration to embrace and consistently lead the equity work with intentionality.

While we recognize the challenges that all districts face in leading equity work, interested parties across groups expressed a strong need for GVSD Central Office to take the lead on this issue. The perceived lack of commitment to embracing equity and sustainably integrating it into GVSD culture has left interested parties, particularly staff, frustrated and confused about where GVSD stands on the issue of equity. Interviewees reported that this has resulted in fragmented understandings of equity initiatives, uneven policy implementation, and inconsistent practices in buildings throughout the district.

Recommendations:

1. Clearly and consistently communicate the administration’s commitment to educational equity as defined in SBP 832 to staff and collectively take ownership of the work.

⁶ This is consistent with research findings within the field of educational leadership (e.g., DeMatthews et al., 2017; Galloway & Ishimaru, 2020; Trujillo, 2013).

2. Meet with the district's Equity Team to ask for feedback and suggestions on how the administration can rebuild trust on this issue.
3. Engage the Equity Team and other interested parties to assist in crafting a comprehensive equity plan that identifies specific actions, metrics, and accountability efforts to successfully integrate SBP 832 into the district's practices, procedures and culture.

C. Few of the GVSD Staff Interviewed Have Received Equity-Based Professional Development

Observation #3: As reported by interviewees and confirmed by a review of professional development offerings, the vast majority of GVSD staff has had inconsistent opportunities for training on diversity, equity, inclusion or belonging.

When offered, access to training has been limited to a few administrators or teachers. Instructional aides and other staff have had no access to such opportunities. Furthermore, participants expressed that trainings on equity have been reactive or in response to an incident.

Many GVSD staff requested professional development (PD) on equity and indicated that training is needed to deal with assumptions, misconceptions, stereotypes, and biases. They also requested training that models equitable practices within the scope of their job duties (e.g., equitable practices in college counseling, or supporting English Learner (EL) students within the realm of mental health)

Comments from interested parties included:

“Central Office has provided little guidance or training on equity to staff across levels. GVSD needs to be better at anticipating [problems] rather than being reactive. Intent is there, but how it translates, not sure they are hitting the mark on that.” – Parent

“We have educators here who are well versed in DEI; they led flex sessions on DEI as a part of the PD years ago and put beautiful sessions together. We asked for that to come back and have not been told whether that will happen.”- Teacher

“We are not trained on equity or policies related to equity. We aren't explicitly made aware of any changes, generally. We hear things from each other and sometimes teachers. Teachers can be good supports and are helpful, if you are assigned to a teacher or to a student in a class where the teacher communicates with you.” – Support Staff

“I am not sure what training staff receives on equity. Why don't schools operate in the DEI space like CHOP? DEI training can be done well if it is a part of the culture. We can navigate this space with compassion and competency.” – Parent

“Teachers are focused on teaching, not inclusion.” – Student

Need #3: To offer equity-focused professional learning opportunities for all employees of the district.

GVSD staff across the district asked for training on a variety of issues including: how to teach using equity centered books, how to engage in culturally responsive teaching, effective tools for non-ELL (non-English Language Learner) teachers and para-professionals teaching ELL students, how to work with students with Individual Education Plans (IEPs) if you are not a Special Education (SPED) instructor, how to communicate with diverse families, and how to navigate conversations with students at all grade levels about diversity: religion, race, ethnicities, families, etc. Staff also indicated that they need these skills to effectively teach their students.

Recommendations:

1. Incorporate mandatory equity-focused training for all administrative and instructional staff into PD schedule.
2. Consider an “all-hands” approach that provides a common language for all staff.
3. In addition, the district can leverage partnerships such as DVCEE to offer opportunities on a variety of topics related to the needs of students and families in the district.
4. Require in-service day workshops including implicit/unconscious bias training, culturally responsive teaching strategies, cultural sensitivity/anti-bias training and/or strategies for working with the diverse populations the district serves.
5. Consider providing access to coaches that can support teachers as they implement equitable practices. Frameworks such as Elena Aguilar’s [Coaching for Equity](#) can provide tools for coaches.
6. Provide all GVSD staff (including paraprofessionals and front office staff) with consistent, outcome-oriented, ongoing, job-embedded training on issues of equity and implicit bias. Equity goals and targets should be included in each person’s individual performance plan.
7. Include staff working in GVSD, but who are not employed by GVSD with options to participate in equity-focused training.
8. Create partnerships with experts and obtain consultants in areas of high need. (i.e., working with ELL learners and their families, fostering a sense of belonging for all families at GVSD, addressing hate speech, etc.)

D. Many of GVSD's Policies, Procedures, and Practices Addressing Equity are Unknown or Being Inconsistently Applied Across the District

Observation #4: GVSD policies, procedures, and practices impacting equity are not well known or clear. Across buildings, staff are interpreting or enforcing guidelines very differently.

Comments from stakeholders included:

“Some rules are unwritten, but there is a belief that they are policy. Consider AP classes. Some teachers believe there is a cap on recommending students for AP classes. Is that a practice or a policy? It's a practice.” – Administrator

“Policies, like those related to discipline, are inconsistent. For example, in one building we crack down on students wearing pajamas. In another building, pajama *pants* are an infraction. In another, students wearing pajama pants is common.” – Administrator

“Discipline is disparate. A young child of color was disciplined for making a “praying hands” gesture, but it was perceived as a gun by an educator resulting in a series of conversations. The child was viewed as being violent. A White kid would not have been perceived or disciplined that way.” - Parent

“My child (in 1st grade) is being sent to the back of the bus [contrary to seating policy] and the driver won't help. She can't advocate for herself because she is learning English, and the driver doesn't speak Spanish.” - Parent

Need #4: To identify GVSD codified policies, utilized practices, and current procedures impacting equity or resulting in a disparate impact on students.

Recommendations:

1. Collaborate with the GVSD Equity Team to review codified policies, utilized practices, and current procedures (i.e., Honors and AP class recommendations, enrollment data, dress code, discipline etc.) within the district for examples of disparate impact.⁷
2. Routinize and standardize the use of SBP 832 across the district as a guideline for to review policies, practices, and procedures for disparities.
3. Amend policies, practices, and current procedures that do not align with GVSD's position on equity or that fail to support student success.
4. Modify language discrepancies and educate staff on the updates so that information will be standardized across the district.

⁷ For tips on policy review for equity, see this resource.

5. Lead conversations with the staff as to the difference between practices and policies. Consider using protocols such as: [Colorado Department of Education's Equitable Policy Review Protocol](#) and the [Ohio Department of Education's Policy and Process Review Through an Equity Lens Tool](#).

E. Stakeholders Lack Clarity on What Equity Data is Being Collected by The District

Observation #5: Data on equity is not collected or analyzed in a way that all staff or interested parties can identify.

According to the American Institutes of Research, to facilitate equity, educational systems must analyze “the right data” and align it with questions that help solve problems to determine ongoing challenges to equity. GVSD is collecting data that addresses some of those challenges. Although many participants shared that they took the Youth Truth survey and that this was used as a measure of equity in the district, they didn't seem to know which teachers, staff, parents, or students took the survey, what the results were, or what steps the districts had taken to resolve problematic areas.⁸ Additionally, some parties indicated that standardized testing and review of the results was one of the way districts collected data on equity. Many teachers we interviewed shared that they did not participate in systematic equity outcome data reviews with their department chairs or leadership. As part of our review, we requested significant data from the district and found that the district has created data reporting systems that can be leveraged for review with teams.

Comments from interested parties included:

“Youth Truth survey has an equity piece to it. Done across the district in the late spring. Employees, parents, and kids (maybe 4th and 5th grade) do it. I don't know which parents fill it out.” – Staff

“We need data to drive our work and make decisions.” – Teacher

“We take the Youth Truth survey, but it's repetitive. We don't like it and we don't know what happens to the results.” – Student

Need #5: To effectively gather, analyze, and utilize disaggregated information and data to balance equity, enhance student outcomes, and close achievement gaps, focusing on process as well as product.

Recommendations:

⁸ Some of the findings that stood out from the most recent Youth Truth Survey data we received appear in the appendix to this report.

1. Determine the data that will be used to determine the effectiveness of efforts to enhance student outcomes and close opportunity and achievement gaps. These data sets should be research-based and sensitive to equity-oriented changes in process and practice at GVSD.
2. GVSD should monitor civil rights data (i.e., in-and out-of-school suspensions, referrals to law enforcement, etc.) to assess for over-representation of any student population. In addition, GVSD should review data from the [Pennsylvania Safe Schools Office Discipline Data Repository](#) for local and recent disciplinary comparisons.
3. Engage the GVSD Equity Team to regularly monitor disaggregated outcome and achievement data by race, ethnicity, and gender, ability and language proficiency.
4. Require GVSD administrative staff and teachers to review and analyze qualitative and quantitative data in faculty meetings, department meetings, and during in-service days.
5. In accordance with SB 832, when drafting GVSD's equity plan use data to guide action steps and instructional practices to reduce disproportionalities, enhancing student outcomes and closing achievement gaps.
6. Use data to evaluate whether equity-oriented interventions, policies, and practices are actually improving student outcomes, and to what extent.
7. Transparently and consistently share data and how the district is operationalizing the action plan with interested parties, including students, parents, teachers, the board of school directors and the elementary schools.⁹

⁹ See Using Data to support equity resource here.

Focus Question 2: Access to and Distribution of Resources

The interview teams next asked about resource allocation in GVSD.

Focus Question 2: In what ways are the resources provided by the district helping all students to get what they need?

Question Goal – *What are the necessary resources that we need to add, supplement, or change?*

Core probes for all constituents:

- Do you believe GVSD is doing enough to support all students and families?
- How well are available resources communicated or advertised?
- What barriers exist in your ability to access resources?
- What resources do people need more of?
- What resources don't exist?
- Is there any stigma around utilizing resources?
- Do you think the district is fairly distributing resources?

For students and caregivers:

- Is GVSD providing the resources your child needs to succeed at school (time, academic support, meals, etc.)?
- Do you know who/how to ask for help if you need it?

Many GVSD Students and Families Would Benefit from Additional Resources

Interested parties overwhelmingly agreed that GVSD is a well-resourced district. However, focus groups indicated that many students and their families would benefit from added resources. Several themes emerged from the interviews that can be consolidated into three main categories: (1) Academic Supports, (2) Student Services, and (3) Parental/Caregiver Resources.

Observations, needs, and recommendations by theme for the second focus question appear below:

ACADEMIC SUPPORTS

A. Many ELL Students Lack Needed Supports in Classrooms Across the District

Observation #1: The number of ELL students in GVSD has grown significantly however, the level of supports provided have not kept pace with the level of need, especially in the case of Spanish-speaking students.

During the interviews, students, parents, teachers, administrators, and staff across the district frequently noted that ELL students need more supports to assist them in maximizing their potential. Many teachers expressed frustration that they had no

effective means of communicating with increasing numbers of ELL students in their classes.

Instructional staff across different roles stated that they did not have age-appropriate books to teach ELL students how to read based on the grade level students had attained in their countries of origin. Still others believed that having more bilingual staff in the classroom would help the students master the material and adapt grade-level curriculum. Many were concerned that they were unable to effectively translate assignments for students. Some found it concerning that there was no standard ELL curriculum.

Parents of ELL students noted that their children struggled to make friends because they were often isolated from other non-ELL students. Parents also stated that they felt like they did not receive enough information in their native languages to make informed decisions – especially regarding course enrollment and its impact on students’ trajectories in the secondary grades. Some reported their students feel unsafe on the bus because most drivers and aides do not speak their language.

Many telling comments came from GVSD students and were echoed by other interested parties.

Student comments included:

“GVSD sets ELL students up for failure.”

On college and career readiness:

“ELL students get put into random electives and without support they just struggle there.”

“Some of my friends don’t know the difference in the levels between classes or why they take one class instead of another.”

“No one has told us anything about colleges and how to apply.”

“There’s a lunch and learn program on careers/job opportunities but nothing is offered in Spanish so students may not be comfortable and don’t attend.”

On low expectations:

“Some immigrant students in ELL came from private schools and have good educations but here they can’t do the higher-level classes because there isn’t enough support.”

“Kids get frustrated at feeling like they don’t matter and drop out or they start working and they stop caring about school.”

On inadequate translation assistance:

“If you speak another language, teachers just expect you to step in and help.”

“There are translators at conferences, but parents sometimes can’t come.”

On discipline:

“[ELL] Students act out because they are bored.”

“Teachers are hesitant to discipline ELL students if they don’t speak Spanish or another language.”

“Not sure that the code of conduct is translated. Students don’t know the rules if they don’t speak English.”

Need #1: To increase the level of supports ELL students receive in and outside of the classroom to raise academic outcomes.

Recommendations:

Professional Development to Better Set ELL Students Up for Success:

1. Provide multi-year professional development for all non-ELL teaching staff on how to work with ELL students to identify what they need and how to adapt their classrooms and their materials to address student need. Due to the limited number of PD days available and state mandated trainings, consider embedding the trainings in grade level team or departmental meetings as a PLC (Professional Learning Community) process. [GVSD can use this resource from the California Department of Education as a guide.](#)
2. Utilize resources such as: [the Coaching and Self-Reflection Tool for Competency in Teaching English Learners from the Connecticut Department of Education](#) to help teachers assess their practices and develop their confidence when teaching ELL students.
3. Consider establishing a learning community that leverages books that provide practical, job embedded examples. For example, [Supporting English Learners in the Classroom](#) by Hess and Esparza Brown.

College and Career Preparation:

1. Offer students lunch and learn programs on careers and job opportunities in multiple languages, especially the most frequently spoken languages, as a part of a series on college and career preparation.

2. Connect with community partners that can help families and students navigate the post-secondary landscape. For example, the HACER scholarship program has extensive resources (such as this [guide](#)) to assist Hispanic caregivers and students.
3. Ensure that all ELL students, including those at the lowest reading levels, who need reading supports receive the services. Similarly, provide language support services in all classes with ELL students including specials.
4. Build relationships with parents and support students using an asset-based perspective.
5. Consider establishing a community engagement specialist position that will help families of newcomer and ELL students to navigate the district.
6. Provide the necessary training and interpretation resources for the counseling department to schedule in-person or virtual meetings with parents to discuss vulnerable transition points such as the transition from elementary to middle school, or middle to high school.
7. Partner with community organizations to provide English language classes for parents and community members.
8. Consider establishing or partnering with organizations such as the PTO to coordinate a peer mentoring/pairing program for new families.

Language Supports:

1. Inform all staff in each building about the translation tools that GVSD has at its disposal to communicate with students and family. [Consider using tools such as the Microsoft translation for education suite of tools.](#)
2. Create an online resource bank of GVSD's translation tools and work with ELL teachers to determine under which circumstances the use of each tool is most appropriate.
3. Add information so that staff understand why tools are better for one circumstance versus another.
4. Encourage teachers to share translated documents in cloud repository.
5. Create opportunities for educator-led professional development on the use of these tools.

6. Consider purchasing or standardizing the use of translation software to translate lessons/assignments for ELL students that assists teachers in evaluating student work.
7. Provide in-person translators for schoolwide events, like Back-to-School Nights.
8. Consider offering multilingual sessions during the events or separately for students and families. Actions to consider:
 - a. Offer simultaneous translation services during the event.
 - b. For middle and high school, include a bilingual segment on choosing courses, prerequisites for college or career pathways, etc.
 - c. Record the bilingual segment and make it available online to parents who were unable to attend.
9. Host an annual resource night targeting the needs of ELL students and their families.
10. Consider hiring bilingual GVSD students, graduates, parents, or community members to assist with translation services.

Discipline:

1. Ensure that GVSD discipline policies are accessible to every family and student regardless of household language.
2. Make code of conduct available on the district's website in multiple languages.
3. Direct students and parents to the translation-enabled code of conduct during orientation and registration.
4. Provide a review of the code conduct during Back-to-School night that offers language interpretation to make it accessible to all families.

B. GVSD's Student Population is Much More Linguistically, Ethnically, and Racially Diverse than Its Staff

Observation 2 #: Adding Bilingual, ELL, and More Educators of Color Would Provide Students with Greater Access to GVSD's Resources

Having a diverse teaching staff that includes bilingual teachers and teachers of color is essential for schools to provide a well-rounded educational experience to their students. As demonstrated in the [district goals for 2022-2023](#), GVSD has demonstrated an ongoing commitment to hiring and retaining staff that reflects its multi-lingual, culturally, and racially diverse community. Currently the district employs six staff members that are bilingual, so expanding the bilingual staff in GVSD would greatly enhance the learning

experience of ELL students. Additionally, increasing the representation of staff of diverse cultural backgrounds would enable all students to benefit from a more inclusive and reflective educational environment.

Comments from interested parties included:

“Having classes with multilingual students - 20% ELL students - it is challenging to teach and reach everyone; Teachers are struggling to find ways to assist the students in the way they need to be supported.” - Teacher

Need #2: To attract and retain (1) bilingual teachers, counselors, para-professionals, and school leaders and (2) teachers, counselors and school leaders of color.

Recommendations:

1. Establish recruitment and hiring targets that leverage the Board’s and District’s commitment to equity and diversification of professional staff.
2. Leverage greater GVSD community as recruiters and share hiring updates with the GVSD community so they can be a part of the larger strategy of recruitment and retention.
3. Establish regular meeting opportunities to engage with and nurture current district educators of color to better understand unseen barriers/challenges that diverse educators may be facing in the district to support retention efforts. District leadership and HR staff should be part of those conversations.
4. Provide opportunities for support through affinity groups, professional development opportunities, and leadership development programs for educators of color.
5. Review HR processes and procedures to actively work to counter biased practices.
 - a. Monitor staff diversity and application-hiring data and process.
 - b. Review the “standard interview questions” and if needed consider adding a bank of questions that get to all candidate’s deep understanding of equity and demonstration of culturally responsive behaviors in practice.
 - c. Involve GVSD bilingual and teachers of color in the hiring process.
 - d. Evaluate and reconsider evaluation measures if needed.
6. As part of GVSD’s leadership development efforts, strongly consider strategies for filling administrative positions with bilingual and racially/ethnically diverse candidates.

7. Consider development of focused “grow your own” efforts with your students of color in middle and high school career planning to nurture and support their potential interest and experiences in teaching and education as a career.
 - a. Explore the recent [PA State grant](#) initiative that funds education/teaching as a Career Tech pathway. If GVSD receives funding through this initiative, offer an ELL Teacher certification track with bilingual coursework options.
 - b. Ensure that students and their parents are advised of requirements to become a teacher in the state of Pennsylvania and connect them with resources to become eligible for eventual certification such as [CCIU's Teacher Leadership Academy](#).
8. Examine additional pathways that new teaching hires may come through (e.g., paraprofessionals, student teaching, substitutes, teaching assistants) and determine whether the pathways are fully accessible to all candidates. Consider offering hiring incentives such as tuition remission to support candidates in these pathways.
9. Raise diversity recruitment and retention challenges with future collective bargaining agreements to assure opportunities for early hiring.
10. Develop partnerships and strategic institutional relationships with the State Department of Education as well as with colleges, universities, and minority serving institutions that are actively recruiting and training future teachers of color to strengthen the pool of talent from which the district can hire.
11. See ***Human Resources Practices for Recruiting Selecting and Retaining Teachers of Color*** resources guide in appendix for a comprehensive list of best practices for planning and strategizing around diversity may assist with hiring and retention efforts.

C. While GVSD's Curriculum Has Been Updated, There is Room for Growth

Observation #3: Across the district, educators are aware of a need for materials reflecting the diversity of the student population but are uncertain of their role in resolving the disconnect.

Interviews with multiple stakeholder groups revealed that the shift in demographics has greatly impacted the district. Many individuals viewed this shift as positive. Some had concerns that the teaching materials in use were not aligned with the needs of the changing student body. A common theme among educators was fear that utilizing materials that reflect the district's current diversity of ethnic, religious, multilingual, racial, ability, economic background, family composition, sexual orientation, and other

backgrounds would result in a reprimand by central office or in a worst-case scenario, targeted attacks from members of the community.

To lessen these possibilities and to offer access across the district, some teachers stated that it would be helpful to have a shared list of district-recommended, age-appropriate books that they could draw from to teach students about these topics. Several asked that these books be offered in multiple languages so that all students could utilize them. Some applauded the “Read Aloud” series that engaged families across the district. They also appreciated access to the Jump Rope Readers set that provides a variety of perspectives and experiences.

Overwhelmingly, teachers requested professional development and guidance on how to teach these topics to students and navigate the resulting conversations in ways that affirmed students.

Also of note, some teachers shared that they were overwhelmed because of simultaneous curriculum overhauls. Those teaching the new curricula were using new textbooks on several subjects while others were frustrated because their books, materials, and curriculum had not been updated in decades (i.e., writing curriculum for students receiving special education services). Some teachers also indicated that outside of ELL classrooms, much of the available curriculum is not meeting the grade-level needs of ELL students and that as a result, ESL teachers have to piece-meal together appropriate grade-level content for their students.

Overall, GVSD administrators, staff, parents, and students addressed similar concerns with the lack of diversity in the curriculum and indicated that the district should allocate more resources to this area.

Experiences and comments included:

“In 3rd grade, students were shown a video about enslaved Americans. The lesson focused on the economic benefits of slavery, did not address its effect on enslaved people or the generational impact of the practice. Moreover, it did not provide an explanation or condemnation of the practice.” – Parent

“A video game has been used to teach 4th graders to as an “historical reenactment” of slavery. The game features dogs chasing slaves and depicts slave catchers. If it is used at all, it is only supposed to be for 9th or 10th graders. However, it came to my attention that this was being used because a child in the class began having nightmares about being ‘caught.’ This child was the only child of color in the classroom. It was the nightmares that brought the use of the video game to the attention of the child’s parents. It was only then that the child’s parents realized the 4th graders had been playing the game for days.” - Teacher

“GVSD’s history curriculum is not representative of our population. Asian and Indian history are not included. When I bring this up, there is seemingly no understanding of why it should be, even given the district’s shifting demographics.” - Teacher

“The administration says not to touch religion. Don’t talk about it. That’s problematic because when we try to explain things to students, without the religious context, it doesn’t make sense.” – Teacher

“When a kid says ‘oh that looks like me’ in this book, that tells me that they are recognizing it. They may not ask for it, but when they see that book, they say ‘their hair looks like my hair or that skin color looks like my skin color.’” – Teacher

“ELL students get simple worksheets of ‘dumbed down activities’ and are not getting the same level of education as their peers.” – Teachers and Students

“GVSD feels very performative, nothing changes.” - Student

Need #3: To modify curriculum & implement instructional practices to align with the needs of current GVSD students.

Recommendations:

1. Use the definitions and guidelines in SBP 832 to create an equity plan that establishes requirements, guidelines, expectations, and review procedures to ensure that educators are involved in a curriculum revision cycle.
2. Engage in curriculum review with an equity lens and review current resources and materials.
 - a. Consider using tools such as:
 - i. [*Culturally Responsive Curriculum Scorecard*](#) from the Metropolitan Center for Research on Equity and the Transformation of Schools
 - ii. [*Washington Models for The Evaluation of Bias Content in Instructional Materials*](#).
 - b. Intentionally involve the GVSD Equity Team and a linguistically, racially, ethnically, and otherwise diverse group of educators to periodically review curriculum and participate in each curriculum revision cycle using the tools listed above.
3. Provide ongoing, job-specific professional development that supports implementation of a culturally sustaining curriculum.
 - a. Make culturally responsive pedagogy and differentiated instruction a regular focus in departments/professional learning communities, teacher

“walk-throughs” of colleagues’ classrooms, and of teacher observations and evaluations.

- b. Provide robust opportunities for teacher collaboration that focuses on implementation of revised curricula and materials. For example, consider using the [lesson study collaborative framework](#) to help teachers as they implement revisions.
 - c. Provide teachers with professional development and guidance on how to teach these topics to students and navigate the resulting conversations in ways that affirm students.
4. Provide the necessary resources to support implementation of new culturally sustaining curricula.
 - a. Create a repository of approved books and other resources by grade and age level and in multiple languages on diversity, equity, inclusion and belonging topics. Engage the GVSD Equity Team to participate in the repository’s creation and provide feedback on selections.
 - b. Offer more funding for teachers ordering their own classroom books and increase the cap on such funding by grade level. Encourage teachers to add book titles to the shared repository and incentive sharing resources.
 5. Consider increased partnerships with families and community members to provide opportunities for authentic cultural engagement.
 - a. Think about reestablishing the read-aloud series. It was widely celebrated as a positive point of connection with families.
 - b. Build upon the success of the Diwali cultural celebrations and partner with other communities that may also wish to share their celebrations.
 - c. Create an exceptional community member series that provides opportunities for students to engage directly with the community.

E. Growing Need and Stagnant Resources Are a Concern Across Stakeholder Groups

Observation #4: Student population growth and diversity within the student population has led to the need to revisit resource allocation.

GVSD is indeed growing and becoming increasingly diverse. Stakeholder perception is that class sizes are also growing across the district. While many expect the 5/6 center to alleviate some of the pressure at the elementary school and middle school level, groups

expressed concern that the district's allocation of resources has not kept pace with the increasing number of students and the characteristics of students the GVSD serves.

Comments from interested parties included:

"Teachers believe we are less effective because we have less resources." – Teacher

"I have 30 – 32 kids in a class - up from the recommended size of 26 to 30 students. We have kids that want to step down from AP to honors class. We can't accommodate those requests because we don't have enough seats." – Teacher

"We are a high-quality school district and families expect low class sizes." – Teacher

"We once had 2-3 English learners in a class. We now have 5 or 6." – Teacher

"Some kids should not be in special education. They need language support. [It's not] that kids aren't understanding the work, [they] need language supports to do it." – Teacher

"We need more staff across the board – especially, ELL and SPED instructors, mental health professionals, counselors, Spanish-speaking teachers and paraprofessionals." – Teacher

Need #4: To consider modified classroom supports that provide each GVSD student with the tools, services, and resources they need to succeed.

Recommendations:

1. Assign new teachers to the schools with the highest student/teacher ratios.
2. Consider hiring more specialist teachers (e.g., ELL, SPED, and bilingual teachers and paraprofessionals) in schools where the need ratios are highest.
3. Provide professional development opportunities for all staff on how to educate ELL and SPED students in classrooms and provide them with a staff liaison contact to assist when needed. [Consider using PaTTAN's Resources for Multilingual Learners](#). (PaTTAN specializes in SPED supports, has an ELL initiative and is free.)
4. Create a GVSD resource repository on the GVSD website (See Parent Resource section below for thoughts on how to organize it). Share the location of the repository with interested parties and train them on how to locate supports for students at each level.

5. Recruit more mental health professionals and counselors for students. Inform teachers in each building who the contact is for these services and how to access other related resources in the district.

STUDENT SERVICES

A. Mental Health Resources Are Increasingly Viewed as Integral to Student Development

Observation #1: All Stakeholder Groups Addressed the Need for Added Mental Health Services.

GVSD is united in its concern for student mental health. Across race, ethnicity, language, and gender, students noted that they believe that having access to mental health services is necessary to their well-being. Students shared that many of them need or are receiving therapy and are facing anxiety or depression. Some shared that navigating social media and the sometimes-resulting bullying also increased the likelihood that support is needed. Students shared that reporting incidents to the Safe2Say program was not always productive. They perceived outsized investigative and follow-up responses to their reports.

Interested parties also expressed significant concern for Black, Hispanic and LGBTQIA+ students due to their in-school experiences and a lack of supports that centered their identities. In the case of ELL students, families and staff reported significant challenges with finding mental health resources in the family's language of origin. Focus groups revealed an increase in mental health resources after a recent GVSD student suicide and concerns that those increased services were temporary. Interviews revealed that stakeholders expect the district to better prioritize mental health for students and staff.

Comments from interested parties included:

"Teachers need to understand what we are going through with mental health." – Student

"We need mental health peer groups. There's support in elementary and middle school but not as much in high school." – Student

"My child had a crisis. Mental health services were lacking and had to go through the weeds. Very few resources came from the district, and I had to search on my own. Within the school, they have a social worker, counselor, and emotional support teacher that are there, but they are overworked and have too many kids that need help. Everything from teaching coping skills at the beginning to finding a therapist, to patient hospitalization; it was shocking to navigate it on my own." - Parent

"We need more mental health support; we have no counselors that speak Spanish." – Teacher

“We have a real lack of understanding on how to accommodate children who are exhibiting mental health issues; must have legal documentations IEP, 504 plan, but many kids have need mental health and SEL services without IEPs and 504 plans.” - Teacher

Need 1#: Advertise, routinize, and destigmatize access to mental health services across the district.

Recommendations:

1. Communicate with staff and families about available mental health resources including:
 - a. Prominently feature mental health resources on the GVSD website including in-school and out of school resources under the parent, student, and staff tabs.
 - b. Provide overview of available mental health resources for all staff across the district regardless of role.
 - c. Revise written resources and update them as needed.
 - d. Make staff, students, and parents aware of small peer counseling groups.
2. Review the administrative protocols regarding responses to Safe2Say.
3. Provide curricular resources and professional development on mental health and social emotional topics for all staff.
 - a. Instruct teachers at all levels on how to use tools to assess student risk for mental health issues (ex: the Kros Learning Group [Mental Health Matrix.](#))
 - b. Provide training for trauma informed care as teachers are reporting an increasing number of students who have experienced trauma.
 - c. Update GVSD’s mental health/socio-emotional learning curriculum and consider how to align it to current practices in the district, specifically related to academics and behavior.
4. Consider hiring a Spanish-speaking counselor and broaden connections with community groups for necessary referrals.
5. Unless otherwise prohibited by law or policy, advise educators of the name of the staff liaison or contact person for the GVSD assessment team (in accordance with SBP 236) and ensure that they are training the members of the school community.

B. Students Receiving Special Education Services Face Unique Concerns

Observation #1: Educators and students perceive differences in student access to SPED services and materials.

During interviews, many GVSD educators noted frustration with special education services for students. Some indicated that the identification process takes too long, especially for ELL learners, others indicated that the parents of ELL learners who have been identified as in need of special education services are often unaware of the process and have limited access to translators or an accessible description of the process. Moreover, they may not understand the ramifications of the classifications on their student.

Teachers noted that the number of students receiving SPED services seem to be increasing, while others voiced concern over having an outdated or non-existent curriculum especially for students whose primary language is not English. Some teachers shared that there is a stigma attached to the label of SPED for specific student groups (i.e., parents with high socio-economic status, Indian parents, etc.)

Comments from interested parties included:

“I am a student with ADHD and was told that I am doing too well to get help with classes. School should be providing help to students before they are struggling.” – Student

“I don’t believe that teachers are reading our plans or acknowledging our limitations.” - Student

“Extended time requests are not communicated to teachers from administration or staff member. Many times, the student has to initiate the conversation to tell teachers what has been included in the plan.” – Student

“The SPED curriculum has not been updated in 15-20 years. Although there is a solid reading curriculum, there is no writing or math curriculum.” – Teacher

“The lowest ELL students don’t get reading support, but they need ELL supports and SPED services. There is ELL curriculum that supports what is done for SPED students in the classroom. ELL teachers do not have resources/curriculum to support students at lower reading levels. This rule is written down somewhere; based on ELL students being mis-identified and being put in special education.” – Teacher

“We were told to teach using Leveled Literacy Intervention (LLI) but have received no training.” – Teacher

Need #2: Address SPED shortfalls to better support student success.

Recommendations:

1. Consider updating SPED writing and math curriculum. Train instructors and paraprofessionals on how to teach content to students.

2. Direct more funding to purchase general supplies and multicultural materials (pencils, classroom dividers, adaptive and regular furniture, multi-cultural books and dolls, etc.) for SPED classrooms across the district to ensure that students have access to mirrors and windows.
3. Review district SPED Assessment Policy and alignment with practice for identification generally and for ELL Learners. For support see: [Supporting English Learners in the Classroom](#) by Hess and Esparza Brown.
4. Expand necessary SPED supports.
 - a. Provide SPED support across classes including specials as specials are not currently receiving supports.
 - b. Ensure a services support bridge from between grade levels and at transition points between elementary and middle school, and middle and high school for students.
5. Communicate timelines, supports and expectations to families.
 - a. Clearly state a timeline for the identification process as interested parties estimated that the process was 6-12 weeks, and it typically happens January after break. Ensure that the timeline is in line with IDEA and Chapter 14 legal requirements.
 - b. Inform parents and students about supports (i.e., reading or math intervention, etc.) available at the next building transition point and provide contact information at the school for the staff liaison for services.
 - c. Reintroduce a districtwide SPED Family Engagement night.

PARENT RESOURCES

Many Parents Expressed Difficulty Locating Resources to Support Their Students' Success

Observation: While parents perceive GVSD as extremely well resourced, many have difficulty locating information about academic progress, supports, and student services.

Across schools, several parents noted that it was difficult to find information about progress, supports, and services. Some noted that although the website is full of information, it is difficult to navigate. Parents consistently shared that information is “scattered” across different applications (i.e., Google classroom, Class Dojo, Canvas, and many others). Others said that much districtwide material is provided during sessions like Back-to-School nights, but they do not know where to find information on the presented topics following the event.

Parents welcomed the idea of having the information available before and after Back-to-School nights because there was so much to process, especially for bilingual and parents of students receiving special education services. Multilingual parents stated that communications are not always translated, especially as it pertains to clubs and extracurricular activities, so their children miss out on opportunities to get involved. Newcomer parents, regardless of home language, shared a lack of clarity regarding processes and procedures, i.e., trajectory needed in middle school to take honors and AP courses in high school, available clubs, and others.

Additionally, multiple parents expressed concern that their students are struggling with mental health issues, but that they do not know who to contact, what coping skills or counseling intervention options were available through school, how to obtain referrals to crisis intervention, how to seek evaluations for self-harm, which warning signs for parents should look out for, or how to find therapists, among other concerns.

Of note, several educators stated that there is no central repository of GVSD in-school and out-of-school resources for students and their families. Moreover, they expressed frustration with their inability to connect parents with the supports and services they need. Requests included access to community supports for Spanish-speaking families, where to refer individuals for assistance filling out the application for free and reduced lunch, community organizations that assist families dealing with food insecurity, mental health resources, and how to locate tutors or academic help for students.

Comments from parties included:

“Parents don’t know who to reach out to for information.” - Teacher

“Some decisions made in middle school [re: academics] control what [students] take in high school and have a ripple effect; [these] decisions are not understood by many parents. The district holds information behind the scenes and teachers aren’t often transparent about it.” – Parent

“My child has an IEP, needed extra support and didn’t get it. We moved them into a vo-tech school associated with the GVSD. We had no information about the school; they don’t promote it at all. [My child] had to call both schools’ guidance counselors and find out all the information herself.” – Parent

“Information can be hard to find until you locate someone who can tell you where to find things out.” – Student

Need: To make it easier for GVSD families to access needed supports and services.

Recommendations:

1. Hire a family liaison whose job is to connect multilingual and new families with resources in and outside of the district.
2. Consider hiring bilingual parent/guardians, family or community members who have had students go through the district. Provide an overview of needed services and training to the liaison prior to commission of services.
3. Improve communication regarding available supports and resources.
4. As GVSD works to upgrade the school websites, standardize them so that interested parties can find similar information on each site.
 - a. Consider organizing the parent tab in a way that parents can easily locate in-school and out-of-school resources on the GVSD website and communicate the updates to the website broadly and in multiple languages, i.e., by service categories instead of alphabetical order. Additionally, the link to a service heading should include a brief description of the service as parents may be unfamiliar with terms. ex: A link to in-school services, could contain a subheading of opportunities for family involvement. "Family communicators" would live under that heading and a click on the link would define what a Family communicator is and how parent/guardians can become family communicators, etc. The list of contacts by school already present on the website would remain.
 - b. Based on feedback from interested parties, featured in-school categories on the Families tab should include but not be limited to:
 - i. Updated GVSD Registration "Welcome" page that includes instructions, guidelines and procedures for Kindergarten, Elementary, 5/6, Middle, and High School Levels
 - ii. Mental Health and Behavioral Services
 - iii. Counselor Assignment Information
 - iv. Academics
 1. Honors, AP, and Dual Enrollment Information (applicability and an explanation of course pre-requisites if required)
 2. Supports offered at the elementary, 5/6 center, middle, and high school levels with contact information for the staff liaison for services (peer or teacher tutors, intervention specialists, etc., ELL Learners, SPED students)
 3. Gifted Identification procedures
 - v. School Counselors - Contact, Roles and Responsibilities, Hours of Information with options for translation services
 - vi. College and Career Readiness Programming (i.e., lunch and learns, speaker series, pathway information, etc.) with multilingual offerings.

- c. More detailed information on technology usage including how families can obtain training on apps students use in classes and links to training sites or videos on apps, including apps used for students receiving special education services. Training list can be organized by elementary, 5/6 center, middle, and high school, with sections for apps used for English Language Learners and students receiving special education services.
 - d. Contact information should be provided for staff members who can assist parents further.
 - e. Opportunities for family involvement and how to join (PTO, parent communicators, Multicultural night planning committee, affinity groups, etc.)
 - f. Clubs and Organizations
 - g. Resources for families in need and district/school contact to obtain services (club participation assistance, field trip waivers, assistance filling out free and reduced lunch application, bookbag food program, clothing closet, bookfair vouchers, etc.)
 - h. Event Calendar
 - i. Communications (newsletters, weather alerts, etc.)
 - j. Back-to-School Night preview/listed resource page
5. Based on feedback from interested parties, featured out-of-school categories on the family's tab could include but not be limited to:
- a. Information about how to access needed services (Frequent references were made to needs for access to translation resources, outside academic supports, families experiencing poverty, social and mission centered organizations, mental health and counseling services, transportation assistance, medical, dental and vision services in and around Great Valley for Spanish Speaking families, etc.)
 - b. Connections to food banks, clothing assistance, employment opportunities, and county services for families experiencing poverty.
 - c. Great Valley Social and Professional Community Based Organizations
 - d. Township sports and club opportunities for families
 - e. County Resources or a link to the County Event Page
6. Ensure that the GVSD website, links and pages on the website are translated once you click on the option to translate. Currently, when you click on the translate button, only that page is translated. Each page requires you to click the translate button again to translate it. Moreover, after that, a number of pages (including those with PDFs) indicate that they are not translatable leaving the person searching for information without access to it. ¹⁰

10. For an example of a district webpage with translated links and content, see Norristown Area School District's website. (<https://www.nasd.k12.pa.us/page/office-of-the-superintendent?lang=en>)

Focus Question 3: Fostering a Sense of Welcoming and Inclusivity

Finally, the teams concluded the interview by asking to what extent families felt welcomed and included in the GVSD. Focus Question #3 included the question with the stated goal and core probes listed below:

Focus Question 3: To what extent is the district welcoming and inclusive of all (students and families)?

Question Goal - *Are all students and their families being welcomed at GVSD? Are policies in place to help them navigate the district? Is information equally accessible to all populations?*

Core probes for all constituents:

How does GVSD support all families?

For students and caregivers:

- How did your family choose the GVSD district?
- How did the registration process work?
- What kind of support is available to you/your child(ren) to understand what is happening at school?
- If your child has ever had difficulty in school, how do teachers/principals communicate about it with you?
- Do we offer engagement opportunities that meet the needs of all families?

For staff:

- What programs and policies does GVSD have in place to support all families?
- What professional development have you received that targets students and their needs?
- How prepared do you feel to create a sense of belonging for all students in your classroom?

Students and Families Want to Belong and Feel Included in the GVSD

Across stakeholder groups, many of the people we spoke to stated that they are proud members of the GVSD community. Frequently, interviewees mentioned the district's diversity as one of its key assets. Stakeholders generally viewed exposure to GVSD's multicultural and multilingual community as important preparation as students are expected to be "global citizens" post-graduation.

A tremendous strength of GVSD and one that is aligned with the district's mission, is that overwhelmingly, students, parents, teachers, administrators, faculty and staff spoke of their desire to see *all* students in the district reach their potential as learners and become productive members of their local, regional, and global communities.

However, many participants acknowledged that there is a disconnect between the sentiment and the reality that not every family feels valued or seen as assets or resources to the GVSD community. Moreover, people across stakeholder groups indicated that many students and families that identify as Black, ELL, LGBTQIA +, have a disability, or have a lower socio-economic status have had experiences of exclusion that have left them feeling like they do not belong. (See comments below for examples.)

An interrupted sense of belonging extended to spaces other than the classroom. While virtually all parents and caregivers indicated that the district has the resources to assist families and their students, many said that they did not know where to find relevant information when they were in need and that access to information is disproportionately distributed. For example, many interested parties expressed that the registration process is tedious and not responsive to the needs of new families especially those that do not speak English. Additionally, most expressed a desire for improved communication across the district. Others shared their desire to feel a stronger sense of belonging within the district.

Emergent themes can be consolidated into two main categories: (1) Perception of GVSD as a Welcoming Environment and (2) Access as a Gateway to Belonging.

Observations, needs, and recommendations for the third question appears below:

PERCEPTION OF GVSD AS A WELCOMING ENVIRONMENT

A. Hate Speech and Bullying is Harming GVSD Students

Observation #1: Representatives from all stakeholder groups reported experiencing, hearing or hearing of incidents of hate speech. Students and families reported feeling deeply hurt by these incidents.

During the interviews, some participants reported being victims of or hearing hate speech in elementary, middle, and high school buildings. Reports included slurs being directed toward students (and teachers) because of their background. There were also reports of incidents of bullying in schools across the district.

Interviewees stated that some of these harmful interactions took place in hallways, are deliberately spoken when adults are out of earshot, or are happening online. The varied contexts of these incidents left many victims feeling like they have no way to prove that the incidents happened. Some reported feeling doubt that they would be believed if they reported incidents. Some also expressed concerns that they will be targeted for reporting the incidents.

Comments from students included:

“We hear slurs in the hallways.”

“People say the N-word and there don’t seem to be consequences.”

“Best Buddies is ‘for show.’ Some students go there to mess with students with disabilities.”

“Other kids call me fat all the time.” (Elementary Student)

“Students from here who only speak one language say they are better than we are.” (Bilingual Elementary Student)

“Snitch culture is real here. There is no trust in administration that reports will be anonymous.”

Examples cited by parents included:

“Kids ask African American students if they can ‘have a pass’ to use the N-Word.”

“My daughter got into a confrontation because another child said, ‘they would beat the Black off of her.’ The principal wasn’t going to reprimand the other girl because ‘she was bullied.’ That wasn’t fair. I think everything is done with a White lens. You can’t go around saying [things like that]. If you are a minority, you are an afterthought.” - Parent

“My son was told by another student in a classroom that ‘your family should’ve burned in the ovens’ and ‘Jews don’t belong on the track team.’” – Parent

GVSD responses were viewed as non-existent or reactionary. Comments included:

“There is no response on any level. Everybody gets horrified when something bad happens. They all meet and discuss the thing that occurred; they decide that it is bad and that there needs to be restorative discipline. But then nothing actually happens or if anything happens, it is generally after a lot of contentious and difficult phone calls on the part of the parents.” - Parent

“Nothing happens until a parent follows up. The school says, ‘we’re still working on it’ or ‘I can’t share what happened.’ Then things die down or you hear, ‘if this continues, the next call will be to the police.’ There is a bit of resolution but then it happens again.” – Parent

Need #1: To reduce incidents of hate speech and bullying, support victims and standardize educators’ responses to students’ use of derogatory language and behavior.

Recommendations:

1. Review and revise relevant policies (e.g., student discipline (SBP 218), bullying/cyber bullying (SBP 249) and harassment (SBP 348)). The review should be aligned to SBP 342's definitions and goals.
2. New or amended policies should include clear guidance on to whom or where incidents should be reported, how to support students who have been victimized, education and repercussions for perpetrators and on-going training to address school climate and culture in the district.
3. Routinely educate interested parties to ensure that GVSD students, staff and community are familiar with the district's updated SB policies on student discipline (SBP 218), bullying/cyber bullying (SBP 249) and harassment (SBP 348).
4. Work with the GVSD Equity Team to create protocols and procedures to immediately address hate speech or clearly articulate that hate speech is considered bullying in the GVSD. For an example of a toolkit that can be used by teachers, staff and students to do away with hate speech see following [toolkit](#) and resources [\(1, 2\)](#).
5. Utilize evidence-based curriculum, programming and tools that address hate speech and bullying and also support the socio-emotional growth of students across grade levels. (i.e., Olweus Anti-Bullying program, Responsive Classroom initiative/training, Positive Behavior Interventions & Supports (PBIS), etc.) Ensure that all staff receives training on how to use these initiatives or elements of them as they relate to their roles in the district.
6. Provide safe spaces for students and staff to discuss their experiences in the GVSD and offer opportunities for group-led trainings and discussions.

B. Children as Young as Five Are Being Excluded Because of Who They Are

Observation #2: Many of the students interviewed spoke of the desire to belong.

Feedback from student and adult participants indicated that students want to be welcomed as a part of the GVSD community. Administrators and educators overwhelmingly expressed a desire to provide that experience for families. While some parents and students noted that they automatically felt welcomed in GVSD, others did not have that experience. Students across the district verbalized that they had experienced or witnessed other students being excluded from participation.

Comments from students on feelings of welcoming and belonging included:

“My family said I can’t play with you because you are brown.” – Parent stating what Kindergarten student said.

“Popular kids just fit in. You don’t fit in if you don’t look or talk like them.” - Student

“It is hard to make friends here.” – Student

“In GVSD, race makes a difference. Kids make racial comments in class to get a laugh.” - Student

“At lunch, we sit at segregated tables. There is no mixing. This is the same for most activities.” – Student

“Some kids make fun of other kids’ food. My son no longer brings food from home.” -- Parent

“Buses are not all ADA accessible. A child with a wheelchair could not ride the regular bus. He did not feel like he belonged.” -- Student

“Students with a medical/physical disability have difficulty participating in field trips. For example, [there is a hike] in Gettysburg that is not navigable for all kids; supports are not accessible outside of the building even though it is a school activity.” -- Parent

Need #2: To foster a greater sense of belonging and community among students.

Recommendations:

1. Normalize differences by continuing to provide representative experiences in everyday lessons, curriculum, and libraries across the district. Resource: [Culturally Sustaining Literacy Pedagogies book](#).
2. As previously noted, GVSD should ensure that all educators receive training on the use of appropriate language and techniques to converse with students about people and their differences in a culturally responsive and respectful manner. Resource: [Responding to everyday prejudice guide](#).
3. [Culturally Responsive Family Engagement](#): Integrate the unique and multiple perspectives of GVSD’s students and their families into learning experiences, and interactions. Facilitate opportunities for students to respect and accept that other GVSD students may have had experiences different than their own.
 - a. Sponsor activities that allow families to share their real-world experiences and knowledge (Activities could include language lessons from multilingual students and families, visiting role model days, share-a-recipe, share-a-story, and others).

- b. Consider offering stipends to parents who participate in the planning and execution of events and activities to broaden participation from parents from a range of economic backgrounds.

C. Parents and Students Welcome More Opportunities to Learn About Culture and Heritage

Observation #3: Many parents and students want to learn about the heritage and cultures of GVSD families.

Interested parties across GVSD spoke positively about the district's celebration of more holidays. Similar to last year, the 2023-2024 calendar includes days off for Labor Day, Rosh Hashanah, Yom Kippur, Thanksgiving and Winter Break, Dr. Martin Luther King, Jr. Day, President's Day, Eid al-Fitr, and Memorial Day as celebrated holidays (Diwali and Juneteenth fall on non-school days).

Many parents, students and staff shared the family-led effort to celebrate Diwali in each school as a highlight of the year and pointed to other multi-cultural events and festivals as positive experiences. However, some interview participants noted the absence of acknowledgement of other observances, i.e., Women's History Month, Hispanic Heritage Month, Black History Month, Asian American Pacific Islander Heritage Month, Disabilities Awareness Month, etc. Broadening district-sponsored programming around these observances can expand the opportunities for GVSD to celebrate culture and heritage, design related curriculum, and facilitate real-world experiences for student growth and development.

Comments from interested parties on learning about other cultures included:

"Universal celebrations of multicultural holidays/acknowledgement months are expanding, but consistency and clarity are needed." Community Member
"For Black History Month, there was no recognition or acknowledgement at all unless self-guided; box check-off [and even then, it is] not substantive and not across the district." -- Community Member

"Black history month is always awkward because they just focus on the negative." -- Student

"[When reading] students can learn more about others who are not like you. Teenagers are very self-centered, but [reading] makes them less so. More exposure to other cultures [provides] options to expose you to other people's experiences." -- Student

"Some teachers would rather not teach about different cultures, [since] they have no experience. It disregards my personal experiences." -- Student

Need #3: To celebrate families' diversity and standardize celebrations across the district.

Recommendations:

1. Connect day off cultural/religious holidays to grade-level curriculum when possible; standardize celebrations across the district and set expectations that each school will embrace holidays and celebrations.
2. Consider sponsoring field trips that reflect the diversity of GVSD student identities to support hands-on learning experiences. (i.e., visit Washington, D.C. to go to the Smithsonian Museums, Chinatown, sites of the Underground Railroad, the Italian Market in Philadelphia, etc.)
3. Plan for and celebrate families' heritage and culture throughout the year. Recognize celebrations, i.e., Women's History Month, Hispanic Heritage Month, Black History Month, Asian American Pacific Islander Heritage Month, Disabilities Awareness Month, etc.
 - a. Meaningfully engage parents/guardians, families, and students in planning related events by scheduling meetings for input, i.e., days, dates, time of day, parameters. Include representation on planning committee and acknowledge their participation.
 - b. Do not place the burden of planning events and discussions on one person, group or person who represents a particular culture to serve as the example of an idea or celebration. For example, assuming Black students will want to speak about Black History Month, or that Hispanic teachers will want to lead Hispanic Heritage Month celebrations for district.
4. Do not assume all parents/guardians, families, and students want to engage.
5. For examples of cultural celebrations in area districts see:
 - a. [North Penn's annual International Cultural Festival](#)
 - b. [Kennett Consolidated National Hispanic Heritage Month](#)
 - c. [Cheltenham's Black History Month Celebration](#)
 - d. [Wissahickon's AAPI Heritage Month Celebration](#)

D. Feelings of Exclusion are Impacting GVSD's Children's Mental Health

Observation #4: Students are experiencing isolating incidents that are impacting their mental health.

As previously noted, GVSD parents, students, teachers, administrators, and staff all voiced concerns about rising student mental health needs. During the interviews, many expressed that incidents within the district were contributing to students feeling excluded. While there is a desire to have more counselors, therapists, crisis interventionists and psychologists in the district to address the rising level of needs and behaviors students are exhibiting, there is also a need for students and the greater GVSD community to treat fellow students with respect and civility. Participants stated that students with emotional and behavioral problems, students that identify as Hispanic, Black, as part of the LGBTQIA+ community, or have a disability as students whose mental health were often at risk.

Comments from stakeholders included:

“My child didn’t want to come to school because he was getting blamed for starting fights and he wasn’t. The school didn’t help. My oldest daughter who knows English and I helped him with some language so he could make himself understood. The teacher just assumed he was aggressive, but everything changed once he made a friend (the counselor helped with that once I complained about how lonely my child felt).” -- Parent

“When you don't allow students to be themselves and use their pronouns and [preferred] names, you are disabling them in a learning environment that prevents them from feeling safe and shuts down opportunities. - Parent

“We need more mental help support, [there are] no counselors that speak Spanish.” -- Student

“There is a lot of transphobia, bullying, toxic mentality, and racism in the GVSD.” -- Student

“GV district/staff doesn’t really care about your mental health unless you tell them how bad it really is.” -- Student

“There is a problem with silencing Black students when issues come up. It is very hard to feel like you can report an issue to administration because there will be retaliation from your peers, and we are not even sure the district would do anything anyways. Doesn’t seem worth it to try.” -- Student

“A Black girl was teased by a White boy. He said, ‘Hey Benson’s sister!’ A White kid was saying it, and the Black kid didn’t know what it meant [but knew it was bad]. -- Teacher

“An Indian Girl was being called a monkey by White boys.” -- Teacher

“Kids make fun of Asian accents in the halls.” -- Teacher

“There is a viral song that is all about stereotypes and is racist; kids are singing it.” --
Teacher

“There has been a significant uptick in mental health challenges across groups – I’m especially concerned about Black, Hispanic and LGBTQ+ students’ experiences.” --
Teacher

Need #4: To foster a sense of community that improves school culture and promotes mental health.

Recommendations:

1. Encourage students to be kind to each other and to treat their peers with respect. Consider this resource the [Greater Good in Education program at UC Berkeley](#). An additional resource is [Speak Up at School](#), which offers steps for students and adults to (1) interrupt (2) question (3) educate, and (4) echo.
2. Communicate with staff and families about available mental health resources including:
 - a. Prominently feature mental health resources on the GVSD website including in-school and out of school resources under the parent, student, and staff tabs.
 - b. Provide an overview of available mental health resources for all staff across the district regardless of role.
 - c. Compile resources and update them as needed. This [resource guide](#) may serve as a template.
 - d. Partner with community organizations that provide mental health supports and that can receive referrals for services.
 - e. Make staff, students, and parents aware of small peer counseling groups.
3. Provide curricular resources and professional development on mental health and social emotional topics for all staff.
 - a. Instruct teachers at all levels on how to use tools to assess student risk for mental health issues. Provide them with tools such as the Kros Learning Group [Mental Health Matrix](#).
 - b. Provide job-embedded training for socio-emotional learning and trauma informed care as teachers are reporting an increasing number of students who have difficulty regulating their behaviors or have experienced trauma.
 - c. Continue work through the CCIU mental health consortium to updated and expand GVSD’s mental health/socio-emotional learning curriculum.
4. Consider hiring a Spanish-speaking counselor or mental health professional.

ACCESS AS A GATEWAY TO BELONGING

A. Entry into and Navigation of GVSD is a Difficult Process for Many Families

Observation #1: Many new families struggle to access information to support their students.

While several parents gave the district high marks for providing students with a rigorous education, robust academic offerings, and a lengthy catalog of extracurricular activities to choose from, newer parents to the district voiced concern that their students missed out on key opportunities due to lack of information.

Some interested parties spoke of the challenges of registration - especially those whose first language is not English. Parents who moved into the district as their students entered late elementary, middle, or high school indicated that they did not realize that students needed certain prerequisites as early as 7th or 8th grade to shape their high school schedules and experiences. A few noted difficulties understanding how to get their students tested for gifted if they missed the district's universal screening for the program in 1st grade.

Some parents/guardians referred to their first children as "guinea pigs" that missed academic opportunities due to the parents' lack of knowledge about processes and procedures within the district. Younger children in those families benefitted once their parents learned how to find needed information or who to contact with concerns. Additionally, parents and students reported that if they were not in AP or Honors classes, they missed out on valuable information. Finally, some families spoke of feeling like outsiders because they were new to the area and didn't feel like they fit in with other GVSD families.

Comments from interested parties included:

On registration frustration:

Registration is the first step and it's the worst it's ever been. The administration knows but it's not welcoming, and families see themselves as a nuisance during the process." - Teacher

"Registration is problematic. The forms are only in English. That's a problem because it asks if another language is spoken, then based on a survey, the answers generate a determination as to whether students to be screened for services." -Teacher

"Non-English-speaking parents may need help with registration, signing up with technology, free and reduced lunch participation. Other school districts have a Spanish-speaking person in the office. We have just two Spanish speakers in the building." - Teacher

“Not all [multilingual] students speak Spanish; the majority are but there are 17 different languages. [Most documents] are only translated into Spanish.” -Teacher

“All registration happens over email. Sometimes parents come in and ask questions and don’t understand that it happens at the district level. It is easier to do it in person, but there is annoyance from district when people to come in person. Parents come to the school, but the school doesn’t know what they need.” -School based staff

“Paperwork is needed to register and enroll, but there is not enough assistance to help parents get this information.” -Administration

“The registration process is not welcoming to any family; we could do a much better job.” -Staff

On feeling included and navigating student success as a new member of the GVSD Community:

“It’s hard to be in this district when you are new; it’s complicated”. – Student

“It’s kind of isolating; many people have lived here for generations.” - Parent

“There is no orientation beyond orientation [at the beginning of the year] for families. Families that join late just get thrown into it. There is no guidance for [them]. Parents don’t know that they can proactively reach out to the school for support.” - Staff

“The district holds info behind the scenes and teachers aren’t often transparent about it. They should be more transparent about decisions being made so parents can advocate for their child to get the optimal education for them.” - Parent

“In general, some important decisions that are made on kids’ pathways (course selection) happened in middle school. That controls what they take in high school and have a ripple effect. These decisions are important and are not broadly understood by parents.” - Parent

“AP Lit Class was where student received the most help with applications and essays. If you are not in that class, you miss out.” - Student

“We have great options for clubs, but if you are in honors or regular classes you may not hear about the information about them because many advisors are AP teachers.” - Student

“My child got tested as being gifted when I asked. No resources from guidance counselors but did get some from a clinic in Philly and then shared them with the district. – Parent

“Only gifted kids can take advance math in elementary school. That’s not a policy; that’s practice. – Administrator

Need #1: Make entry into the GVSD community an easier process for families.

Recommendations:

On Registration:

1. Update GVSD Registration “Welcome” page on the Website that includes instructions, guidelines, and procedures for new families enrolling students at the Kindergarten, Elementary, 5/6, Middle, and High School Levels.
 - a. Include a FAQ section that addresses common issues that arise during the process, i.e., what are the documents needed for registration, who caregivers can call in the district or community to receive help with the documents, how to apply for free or reduced lunch, who can help fill out the paperwork, etc.
 - b. Consider hosting “registration drives” out in the community that are scheduled at convenient times for families and that take place in locations that are accessible.
 - c. Ensure that all information on the website and forms needed for registration are translatable into the most common languages spoken in the district.
2. Consider appointing a family liaison to support families who are new to the district.
3. Work with the communications office:
 - a. To provide recorded messages in various languages
 - b. To leverage tools such as [Whats App](#) or other platforms that are widely used by newcomer communities as an alternative space to share registration information, event information, school closures, and other information.
4. Reconsider the time staff is available (currently between 8am and 4 pm) at the district office for registration. This time may not be convenient for parents especially those that work. Consider contractual hour adjustments and flexibility stipends for staff who can offer non-traditional hours.

5. Provide supports for families that enter the district after the beginning of the school year.
 - a. Provide multiple new family orientation opportunities throughout the year.
 - b. Provide information in the preferred language of the family enrolling in the district.
 - c. Continue monthly tours for potential new families with translators as necessary.
 - d. Provide opportunities to connect with more established GVSD families to support families as they learn to navigate the district. Match families based on language, neighborhood, grade level. Matching can help to build a connection which would hopefully lead to more involvement.
 - e. Provide a similar peer mentoring program for new students. Peer mentors could receive community service hours for their time.

6. Create a GVSD resource repository on the district website that includes in-district (i.e., district contact for gifted, honors, AP, access to clubs, etc.) and out-of-district resources (See Parent Resource section earlier in the report for thoughts on what to include and how to organize it).
 - a. Share the location of the repository with interested parties and train them on how to use it to locate supports for students at each level.
 - b. Potential resources to include (note that some would need to be translated): [Guide of services in Chester County](#); [PA Gifted Ed guide](#); [GVSD Gifted guide](#).

A. A Sense of Belonging is Automatic for Some Families and Elusive for Others

Observation # 2 Some Families Feel Disconnected from GVSD’s parent groups and other opportunities for parental engagement.

Numerous families, educators, and students conveyed how much they love Great Valley and believe it to be an inviting community. Some of the stated reasons included that they were welcomed immediately, had found a group of parents in the district that became friends that contributed to their sense of belonging, or that their families have resided in the area for generations.

However, other parents and students revealed that their experiences had been markedly different. Several families shared that it was tough to fit in at GVSD – especially if you are new to the area, your primary language is not English, if your family identifies as Black, Hispanic, or Asian, or if your family is a part of the LGBTQIA community. Many interviewed interested parties opined that organizations created to engage parents in GVSD resulted in the opposite effect for them.

Comments from interested parties included:

On parents feeling isolated:

“We can’t break into the Mainline clique. Newcomers are not really welcomed.” -Parent

“People are friendly, but they don’t want to be your friend.” -Parent

“When a kid threatened to kill my child, a Black student, the response was for staff to send an e-mail to the principal. That made me feel like an outsider. Staff should be welcoming. My child felt like an outsider. I felt like I was on an island by myself.” -Parent

On feeling disconnected:

“Our Black families do not feel connected to us.” - Teacher

“Parents, including leaders of parent organizations, need DEI training because there are things that they put on Facebook that are not appropriate; not enough representation that looks like school demographics.” - Teacher

“I moved to GVSD because of class sizes, course selection, and willingness to work on DEI that districts were not working on. But DEI work was just words and not action.” - Parent

“It is hard to come to a different country and the beginning is very hard. We need support to learn everything.” - Parent

“There is a lot of focus on American sports. There is limited representation of sports that [Asian students] play in clubs and schools. For example, badminton is not offered within the district; but there may a big group of families that would be interested in the sport.” - Parent

“For LGBTQIA families and students, the use of pronouns in school communications is such a simple, quick thing. [We] got some pushback at first; when subs came [into the middle school], the child would be called but the wrong name. But it seems to have gotten better. Coming up with a process of name changes and what needs to be done to update it in the school systems. Dead names appear on [issued] awards, yearbooks, etc. College Board [is] not being updated. Not a simple process and the district should do more to make students feel more supported. Bathrooms are a big issue too; not sure what the solution is but there should be things that they can come up with.” - Parent

“GVSD seems to have no relationship with the faith-based community.” - Parent

“Kids need friends. It was hard for my child to make friends because he didn’t do afternoon activities and didn’t know English. Would be great to have a bilingual program

that helps students connect and learn from each other. Maybe kids teaching each other things (like language but other things too).” - Parent

On feeling excluded from parental engagement opportunities:

“Parents of different cultures are hesitant to run holiday parties because we don’t necessarily have the cultural context [for the event] and feel like we wouldn’t know what to do. We are from a different culture and typically very ‘American’ holidays are celebrated in the classroom. That has changed; they are now called “Festivals” and there are overarching celebrations, but for families who are first generation, there is hesitation to get involved because we don’t know how this system works.” - Parent

“Many of the diverse families work during school time and can’t take time off and come into the classroom. They feel like they are on the sidelines during the planning process and then it’s all taken care of when the event comes.” - Parent

“In order for parents to stay in the loop, you have to volunteer, but some parents are too busy to do it or feel disconnected.” - Parent

“There are no elections for PTO officers. Appointment is based on ‘word of mouth’ and is exclusionary.” - Parent

“The way that parents are accepted into schools’ PTO is very cliquy and they often lead events. I have heard that families can be told “no” to participating in PTO events, holiday parties, and tables at events. A few families have shared that they offer to help, but are told no. And the PTO parents at GVSD’s elementary schools are not very diverse.” - Parent

On financial barriers to belonging:

“There is a \$20 fee for parents to be included in family directory. This directory is used for scheduling playdates, birthday party invitations, etc., so kids whose families can’t afford the fee are often left out.” Teacher

“At the elementary spring fair, the food was way overpriced. When parents told the total price, and they didn’t have enough cash, they had to make a different decision and have less food. We don’t want families to feel lesser than or not allow the whole family to order food because they don’t have enough money. PTOs have a lot of money and don’t need to charge that much.” - Parent

“Not every parent can give their child money to buy books [at the book fair]. Parents put things back, or very carefully calculate what they can spend. If that doesn’t feel good to an adult, then [it is] sending the wrong message to children, too.” – Parent

“GVSD has trips to Iceland or Mangroves. When I saw the price tag of \$3,000, I was not clear on how accessible that would be for many students if you are middle-income

family and can't afford it. It is kind of irresponsible to show all kids opportunities, and not consider impact on kids that can't go." Parent

Need #2: To foster a greater sense of belonging and community among GVSD families.

Recommendations:

1. As mentioned previously, consider offering an optional welcoming event for new families to the district or asking if new families would like to be paired with a buddy family to welcome them to GVSD. New families could opt into participation at the time of enrollment or at the next scheduled orientation night for students. Existing GVSD families from a variety of backgrounds can sign-up to host different activities for families to welcome them (i.e., playdate with kids, coffee, meet-up at existing event, etc.)
2. Contemplate starting Family Mentorship program for families in GVSD. Offer newer families the ability to select mentor families based on language, culture, elementary school, student grade levels or abilities, etc. to build a connection in addition to helping more families learn how to navigate and get involved in the GVSD.
3. Advertise family engagement opportunities to all families in the district. For example, if there is a call for parent/guardian volunteers for a club, or to become a Family Key Communicator, send the information out and post it on the website in multiple languages. Explain the purpose of the organization, indicate that all are welcome, their participation is valued, and that there are numerous ways families can engage (i.e., opportunities during and after school, evenings, and weekends).
4. Contemplate offering virtual or in-person trainings on welcoming and belonging for parents/guardians, especially for parents/guardians holding office in organizations or serving as contacts in clubs. This could be done during previously scheduled meetings with GVSD administration or offered at other times throughout the year. Consider using the [resources](#) offered by the National PTA on these topics.
5. Consider sending out a survey about sports, clubs, activities of interest to parents/guardians in multiple languages and offering new sports, clubs or activities based on the feedback. Offer interested parents/guardians' opportunities to coach or otherwise engage in the activities.
6. Establish community partnerships with organizations serving GVSD families. Consider co-hosting, co-sponsoring or supporting events, forums, educational and other activities within the community.
7. Be mindful of the socio-economic differences present within the district. Adopt standard protocols that support students and families whose desire to belong and feel included in clubs, sports, field trips, activities, and events but may have limited means to do so. Examples of how include:

- a. Translate and standardize participation forms, activity flyers and event advertisements to include the language that financial assistance is available, along with the name and contact information parents can reach out to for help.
- b. Offer varying price points for food or item purchases or participation, especially when the cost of such food or items is already low or the cost of participation has already been fixed.
- c. Consider waiving fees for activities like “dress down” or “pajama” days or offer other non-monetary ways students that enable participation in the activity.

B. Transportation is Integral to Participation in GVSD

Observation #3: Transportation limitations impact the engagement of some GVSD students and families.

By and large, GVSD bus drivers do a remarkable job of transporting the district’s students to and from school every day. Many spoke of loving their jobs, working within the district at the same school for decades, and of being proud to serve the community.

Students spoke highly of administrators and teachers greeting them at their school building doors by name and with a smile. Younger students spoke of the day that they’d be eligible to assist in the process by becoming patrols. However, several bus drivers mentioned challenging student behavior and lack of acknowledgement and gratitude for their commitment as key concerns.

Additionally, some interested parties report students and families living in certain areas within GVSD boundaries have fewer bus stops in their neighborhoods resulting in crowded stops or longer walks, that some students are more likely to be assigned to “second-run” bussing, that language barriers persist on the bus, and the fact that there is no late bus option available for students participating in after-school activities is a barrier to their participation. Additionally, elementary school students noted that patrols could use some training on leadership, “how to treat people”, and belonging.

Comments from interested parties included:

On transportation frustration:

“We need an activity bus.” - Multiple interested parties across groups

“I did not know when moving into GVSD that in order for kids to do activities after school, they needed parents to pick them up. No late busing options are offered. Other schools nearby do. This puts burdens on families and prevents children from being involved in afterschool programming.” Parent

“We don’t even have enough busing available for drop off [and] pick up, so we have parents driving and picking up our kids.” -Parent

“We know that other parents might have work/transportation challenges that impact participation in daytime and after school events and activities.”- Focus group of parents that can transport their children to and from activities.

On how transportation impacts belonging:

“Wealthy neighborhoods have several bus stops, poorer neighborhoods have one common bus stop; with more children, it takes longer for the children to enter and exit the bus. Children are most unsafe at those times.” -- Staff

“There tends to be more bus stop issues with fighting when there are larger groups [waiting for the bus].” -- Staff

“We used to do ESL Outreach Night and provided transportation to families. *That* was deemed by central office as a practice that ‘was not equitable’. ESL teachers “got [our] hands slapped.” -- Teacher

“Lower income students are often the first drop-offs and the last to leave.” -- Teacher

“Poor and ELL students are overrepresented on the second run.” -- Teacher

“In middle school, Gay Straight Student Alliance (GSA) is during the school day and in high school it is after school. Some kids in high school don’t attend GSA because they don’t want their parents to know where they are going and don’t have transportation to get there.” -- Parent

“Music students don’t have transportation to activities or mics [microphones]. We have to pay out of pocket or fundraise.” -- Student

Need 3#: To expand transportation options to students and families to broaden engagement.

Recommendations:

1. Consider how to provide transportation from after school activities for students. While transportation funds and mandates may be a factor to consider, the use of funding from other sources may be a viable option, i.e., grant or education foundation funding to cover the cost.
2. Provide transportation for families for big or district events, i.e., spring fair, PTO event at school, celebrations, parent/child dances, etc. Some GV elementary have already tried innovative solutions; use their successes as models.

3. Consider hiring bilingual bus aides or GVSD bilingual parents as aides for routes with high numbers of ELL students to improve communication.
4. Address bus stop disparities by school and neighborhood. Think about adding additional stops in areas with fewer stops.
5. Examine impact on second run students. If scheduling cannot be modified, offer homework help, tutoring, or a free extracurricular activity while students are waiting for the bus.

C. Interested parties Agree that Better Communication Would Improve Feelings of Belonging Across the GVSD

Observation #4: All interested parties would benefit from improved communication across the district.

Across all stakeholder groups the topic of the need for effective communication came up repeatedly in conversations. Some of the shared sentiments were as follows: Building level administrators noted that communication from central office is not always clear or consistent.

School based educators noted the communications from administrators and central office can be contradictory at best, non-existent or dismissive at worst. Some staff feel that despite this, they are being held responsible and accountable for providing services to students and families without receiving notification or training to do so. They expressed a desire to serve students and their families, but without communication and needed trainings felt unable to do so adequately. Others agree that communication is lacking and that they are also in need of training but felt more prepared to assist students and families because they have been supported by teachers who fill in the gaps. Some parents noted that many teachers or administrators have gone above and beyond to communicate with them while others find GVSD communications too numerous, too complicated, too dense, or not in a language they can read. Similarly, students shared that while some GVSD or class communications were welcoming, others left them and their parents without access to important information or missing out on experiences shared by their peers.

The review team witnessed some of the confusion firsthand during one day of focus groups at the high school. On that day, there was no uniformity in how students were notified of their participation. Some were contacted via E-Hall pass, others were pulled from class, while others were told by parents; some had no idea why they were there. Others arrived 5 minutes before the session ended.

GVSD's website was highlighted as a source of frustration for many participants and a majority applauded the planned updates to the website because of the stated difficulty of accessing the information contained in its current form.

All GVSD groups expressed the desire to feel valued with members from some groups reporting that they felt undervalued and unappreciated. Participants expressed frustration with communications that did not take place or were ineffective, were sent in languages that participants could not read, or did not consider cultural context.

Comments from interested parties included:

“GVSD has communication struggles. Not just in the words that are used, but also the vibe behind some stuff that is sent out doesn’t feel inclusive. High reading level, complex words. Should simplify language and simplify the message. Need to have communications in a way that parents can access them and reach parents of all education levels.” - Parent & SB Member

“Some teachers send emails late at night for the next day asking for things that we may not have at home or that we are not familiar with.” Parent

“On pajama day, my daughter didn’t want to wear her pajamas to school because we don’t go outside in pajamas. It made her feel weird to be different. No one explained why.” -- Parent

“There is a willful decision to separate communication between district office and teachers. It is probably true that in an employee/employer relationship that employees complain. Sometimes the administration decides that it’s easier to “turn the faucet off” and not listen to teachers. There is no accountability to respond to teachers. It is stunning that I don’t know where to find resources and how to grade. We are changing report cards but there is no clear place to go to know what to do.” - Teacher

“There is effort to show all the stuff the district is doing but not a lot of thought behind what is happening. Something needs to happen, there needs to be some accountability.” -- Teacher

“It is hard when students are frustrated and can’t communicate. Some adults assume the kids are misbehaving but they are frustrated to not be able to share.” -- Student

“We have high school news. Homeroom student representatives don’t translate the news, but we would like to know what’s happening at school. Can there be some bilingual student reps that translate?” – Student

Need #4: To improve communication across the district.

Recommendations

As the new website launches, evaluate usage and provide opportunities for feedback on ease of use.

Consider the audience when sending out GVSD communications. Education, reading levels, and language familiarity differ significantly across the district.

Expand the parent/guardian key communicator group to be broadly representative of different communities within GVSD and leverage their expertise as partners that can assist with screening of outgoing communications.

Consider providing stipends for “content editors” from different communities and stakeholder groups across the district.

Provide audio messages (including on platforms such as WhatsApp) for key messages for families that may have limited literacy skills in their own language or unable to receive written communication in their language.

Provide opportunities for multilingual students to translate during student events, newscasts, or other circumstances. Consider recognizing students that serve in these roles with the [Pennsylvania Seal of Biliteracy](#).

SECTION D: APPENDICES

APPENDIX A: BOARD RESOLUTION

Resolution Denouncing Racism and Affirming Great Valley School District's Commitment to Anti-Racist, Diverse, Equitable, and Inclusive School Environments

By: The Great Valley Board of School Directors

WHEREAS, the members of the Great Valley Board of School Directors are saddened and outraged by recent events that demonstrate systemic racial injustice and inequity that persists in our country; and

WHEREAS, racism and hate have no place in our schools, which should be places for the practice of equity, anti-racism, the building of community and understanding with and of others; and

WHEREAS, schools have the tremendous opportunity to enable positive and tangible social change by empowering students and staff to support diverse, equitable, and inclusive learning environments and oppose systemic and structural biases and racism; and

WHEREAS, it is urgent that we engage our entire school community in meaningful and honest conversation about racial inequality, build alliances with those committed to social justice and equality, take an active anti-racist stance, and work together to put an end to racial injustice and inequity.

NOW THEREFORE, BE IT RESOLVED that we, members of the Great Valley Board of School Directors, categorically denounce the racial injustices and inequalities that persist in the country; and

BE IT FURTHER RESOLVED that we, members of the Great Valley Board of School Directors, stand steadfast in our commitment to creating an anti-racist, diverse, equitable, inclusive and respectful learning environment in all of our schools, programs, and operations; and

BE IT FURTHER RESOLVED that we, members of the Great Valley Board of School Directors, affirm our commitment to opposing and preventing racist behaviors and actions, racial bias, inequity, and injustice in our schools, programs, curriculum, operations, and beyond.

Adopted this 29th day of June, 2020.

Signed

Board President

Board Secretary

APPENDIX B: GVSD EDUCATIONAL EQUITY POLICY

Book: Policy Manual

Section: 800 Operations

Title: Educational Equity

Code: 832

Status: Active

Adopted: April 25, 2022

Purpose

The Board adopts this Policy to prioritize the principle of educational equity through the fair and just allocation of resources, opportunities and treatment of students based upon each individual student's needs. The pursuit of educational equity requires the continuous and collaborative effort of identifying various aspects of District programs and operations in which consideration of educational equity shall be analyzed, incorporated and prioritized.

To facilitate educational equity for all, the District shall be committed to:

Promptly identifying and addressing barriers to achievement and/or opportunity gaps for students.

Ensuring that a student's educational achievement is neither predicted nor predetermined by explicit or implicit biases.

Definitions

Barriers shall mean factors that block or hinder movement or progression. Barriers to educational equity may include, but are not limited to: Policies, Administrative Guidelines and practices; explicit and implicit biases; facilities; budgeted funds; curriculum and instruction; personnel; class size; Code of Student Conduct; and school climate.

Cultural competency shall mean an ability to interact effectively with individuals of other cultures.

Cultural proficiency shall mean the level of knowledge-based skills and understanding that are required to successfully teach and interact with students and to work effectively with colleagues, families and communities from other cultures.

Culturally responsive shall mean the inclusion of students' cultural references in all aspects of learning, school experiences, and student engagement.

Diversity is used to describe individual differences (e.g. life experiences, learning and working styles, personality types) and group/social differences (e.g. race, socio-economic status, class, gender, sexual orientation, country of origin, ability, intellectual traditions and perspectives, as well as cultural, political, religious, and other affiliations).

Educational equity plan shall include the short and long term actions or goals that education stakeholders will engage in to pursue equity.

Educational equity audit shall mean a comprehensive equity and inclusion benchmarking instrument that assesses a district's barriers to opportunity and progress towards achieving the equity outcomes described in this Policy and the District's Educational Equity Action Plan.

Equity in education is defined as every student having access to the resources and rigor they need at the right moment in their education regardless of race, gender, ethnicity, language, disability, religion, sexual orientation, gender identity, family background and/or family income. Equity differs from equality.

Equality means that an individual or group of people is given the same resources or opportunities whereas equity recognizes that each person has different circumstances; resources are allocated accordingly to reach an equal outcome.

Equity lens shall mean an intentional focus on assessing any inequitable impact the execution of a program, practice, operation, decision or action may have on a student or group of students.

Explicit bias shall mean the actions, attitudes, and beliefs we have about a person or group on a conscious level.

Gender, for purposes of this Policy, shall mean the range of characteristics pertaining to, and differentiating between, masculinity and femininity, including a person's gender identity and gender expression, which includes a person's internal sense of being male, female, some combination of male and female, or neither male nor female.

Implicit bias shall mean the actions, attitudes or stereotypes that affect our understanding, actions and decisions in a subconscious manner.

Inclusion shall mean engaging, valuing and respecting all groups (students, parents/guardians, community members, administrators, instructional and support

personnel and other education stakeholders) and including all groups as essential partners in the education process.

Opportunity gaps shall mean the disparities in the delivery of educational and extracurricular opportunities, funding and other resources between and among different student groups, leading to different academic, extracurricular, social, and economic outcomes for students.

Authority

The Board is committed to the provision of an equitable education system that reflects the principles of fairness and justice for all students regardless of gender, race, ethnicity, socio-economic status, English learner status, disability, and other characteristics, as well as the intersection of those characteristics.[1]
[2][3][4][5][6][7][8][9][10][11][12][13][14][15][16][17][18][19][20][21][22][23][24]

Delegation of Responsibility

The Superintendent and/or designee(s) shall use an equity lens and quantitative and qualitative data to assess systematically which students and/or student groups are experiencing the least achievement, to determine why, and to target resources and efforts to address identified needs and improve overall outcomes.

Each school employee shall be expected to conduct themselves in a manner consistent with the principles of this Policy and to foster a school climate that is equity-focused and culturally responsive. Employees shall receive supports in the form of training regarding cultural competency, cultural proficiency, cultural responsiveness, implicit bias, explicit bias, diversity and inclusion.

Educational Equity Audit

The Superintendent or designee(s) shall conduct an educational equity audit periodically.

Educational Equity Plan

The Superintendent and designee(s) shall develop an educational equity plan subsequent to an educational equity audit(s) that will be shared with the Board for approval.

Guidelines

Educational equity shall serve as the foundational structure upon which all aspects of the District's educational system are built and maintained. An equity-focused structure is essential to grow knowledge and skills, provide necessary resources, include diverse

voices, promote accountability, implement effective practices, produce partnerships, and address barriers to learning and participation.

Access to Equitable Resources

Each student shall be provided equitable access to instructional materials, assessments, curriculum, support, facilities, teaching practices, and other educational resources and services that reflect an appreciation for the diverse cultural perspectives, identities and needs of students and their families by strategically differentiating allocations as necessary to remove barriers and improve outcomes.[1][2][3][4][5][6][7][8][9][10][11][14][18][19][20][21][22][23]

Welcoming and Inclusive Environment

The District shall strive to create a welcoming, inclusive and bias-free culture and environment that values, reflects and is responsive to the diversity of the students, their families and the community.[2] [3][24][25][26]

Respectful and civil discourse and interactions among all District leaders, staff, students, families and community members shall be expected at all times.

Partnerships and Inclusion

The District shall welcome and empower students and families, including but not limited to, families of color, low-income families, individuals with disabilities, individuals whose first language may not be English, and other underrepresented groups, as essential partners in their student's educational experiences, school planning, and District decision-making. The District shall provide multiple and flexible opportunities for dialogue and engagement with families and communities.[24]

Data Focused

To make informed decisions in the pursuit of educational equity, the District shall systematically use quantitative and qualitative District-wide and school-level data. Such data may include anecdotal information from teachers, staff and students, as well as formally collected and reported data. Data shall be disaggregated and intersected, where feasible, based on available demographics.[27]

Equity Lens

The District shall, as a continuous practice, review current and newly developed Policies, Administrative Guidelines, practices, programs, procedures, professional development and locally controlled budget allocations with an equity lens.

The District shall be aided in this process through the use of educational equity analysis and auditing tools.

Cultural Proficiency

The District shall provide instructional materials and assessments, and promote teaching practices, that reflect and are responsive to the diverse cultural perspectives and identities of students and their families.

The District's curriculum shall:

Promote equity and respect.

Reflect the distinctive contributions of a diverse society.

Embed culturally responsive teaching and practices.

Provide opportunities for staff and students to develop and model cultural proficiency.

Workforce Diversity

The District recognizes the benefits of a highly effective workforce that reflects racial, gender and linguistic diversity.

In the promotion of workplace diversity, the District shall strive to:[19]

Maintain an employment process that is free of discrimination and bias.[19][25]

Identify and address barriers to the recruitment, hiring, retention, development and promotion of District employees from diverse backgrounds.

Actively recruit and/or promote highly qualified candidates who are committed to educational equity.

Professional Development

The District shall ensure the provision of professional development opportunities for advancement of employees' understanding and skill sets relative to addressing barriers to students' opportunities. An equity lens shall be embedded in all professional development.[20]

Professional development shall foster the skills, knowledge, and beliefs to cultivate equity, including cultural proficiency, social-emotional learning, and mental health to create a learning environment that is student-centered and meets the individual and diverse needs of students. As related to cultural proficiency, professional development shall include, but is not limited to, mechanisms for staff to self-reflect, challenge one's own cultural biases, and learn the cultural perspectives and experiences of others.

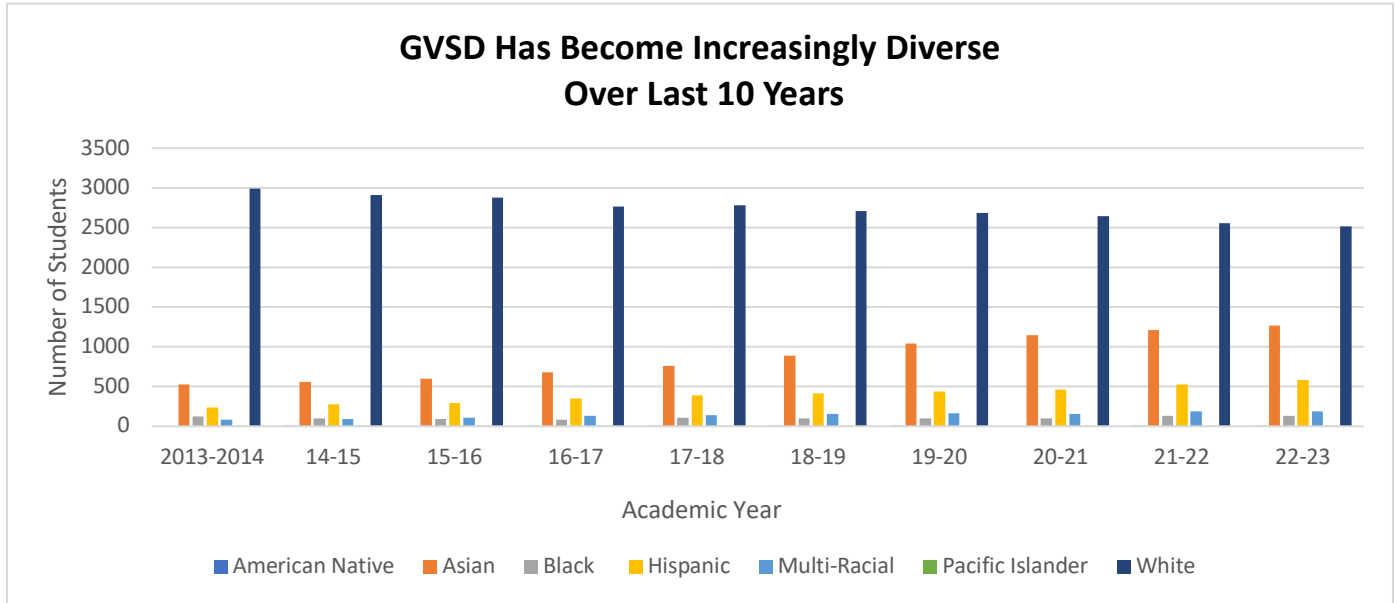
Legal

1. Pol. 100
 2. Pol. 103
 3. Pol. 103.2
 4. Pol. 105
 5. Pol. 112
 6. Pol. 113
 7. Pol. 114
 8. Pol. 115
 9. Pol. 116
 10. Pol. 116.1
 11. Pol. 121
 12. Pol. 122
 13. Pol. 123
 14. Pol. 124
 15. Pol. 217
 16. Pol. 218
 - Pol. 233
 - Pol. 250
 - Pol. 303
 - Pol. 333
 - Pol. 602
 - Pol. 603
 - Pol. 604
 - Pol. 918
 - Pol. 104
 - Pol. 249
 - Pol. 235
- Commonwealth Education Blueprint
PSBA Equity Tools and Resources
28. Pol. 220
 29. Pol. 251
 30. Pol. 913

APPENDIX C: DISTRICT AND SCHOOL LEVEL DATA AND DOCUMENTS

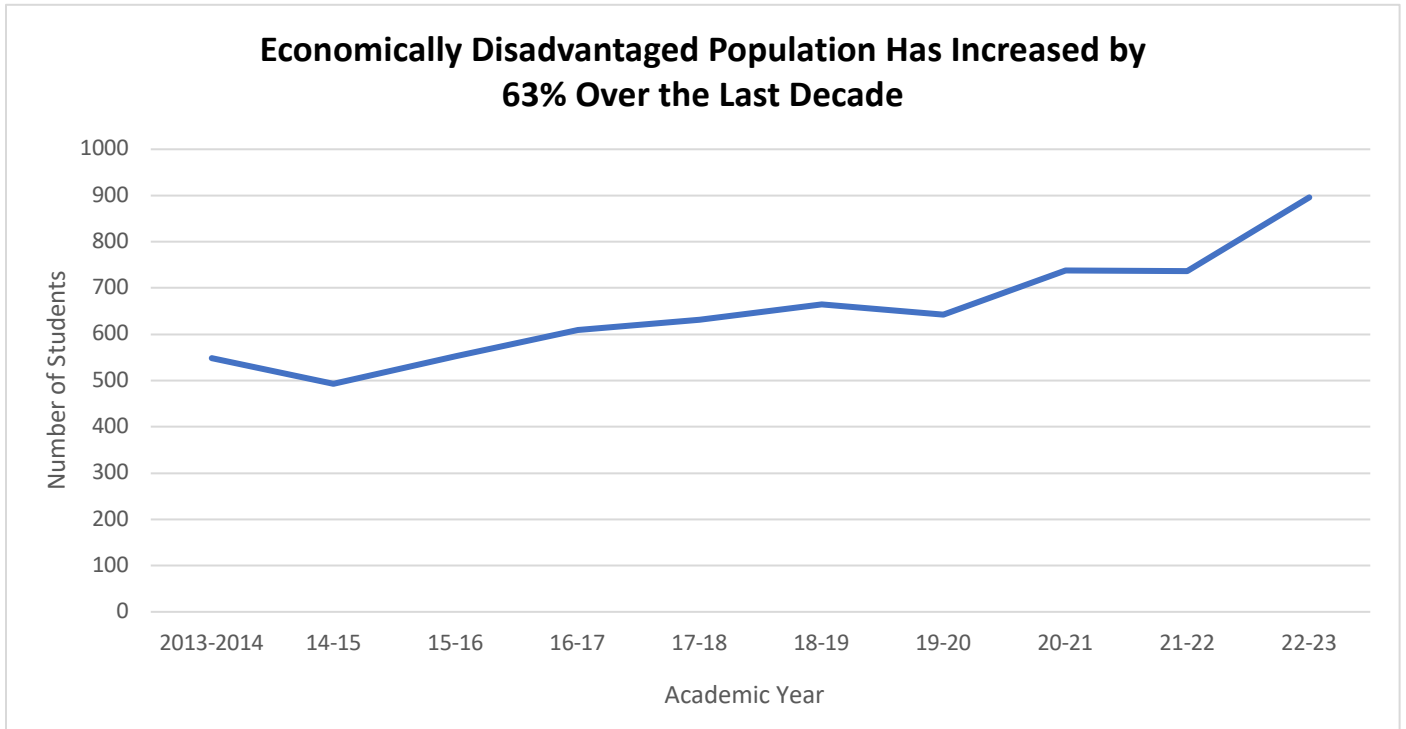
All information was provided by the Great Valley School District unless otherwise noted.

A. Total district racial/ethnic student demographics over past 10 years.



	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23
American Native	0	1	0	1	1	1	3	0	2	3
Asian	529	555	599	680	758	891	1041	1143	1207	1271
Black	122	103	92	85	105	102	103	99	132	133
Hispanic	239	275	294	349	390	417	434	463	524	585
Multi-Racial	85	90	107	128	141	156	163	158	185	188
Pacific Islander	4	7	5	3	2	3	3	4	3	5
White	2989	2909	2881	2767	2779	2710	2681	2643	2557	2514
Total	3968	3940	3978	4013	4176	4280	4428	4510	4610	4699

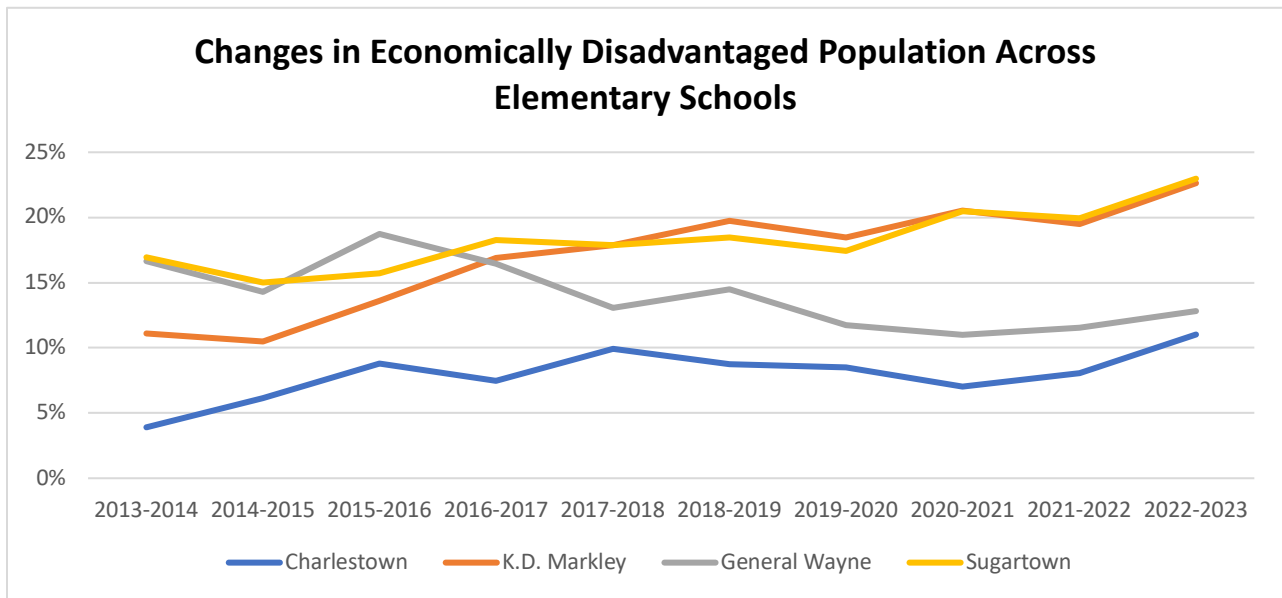
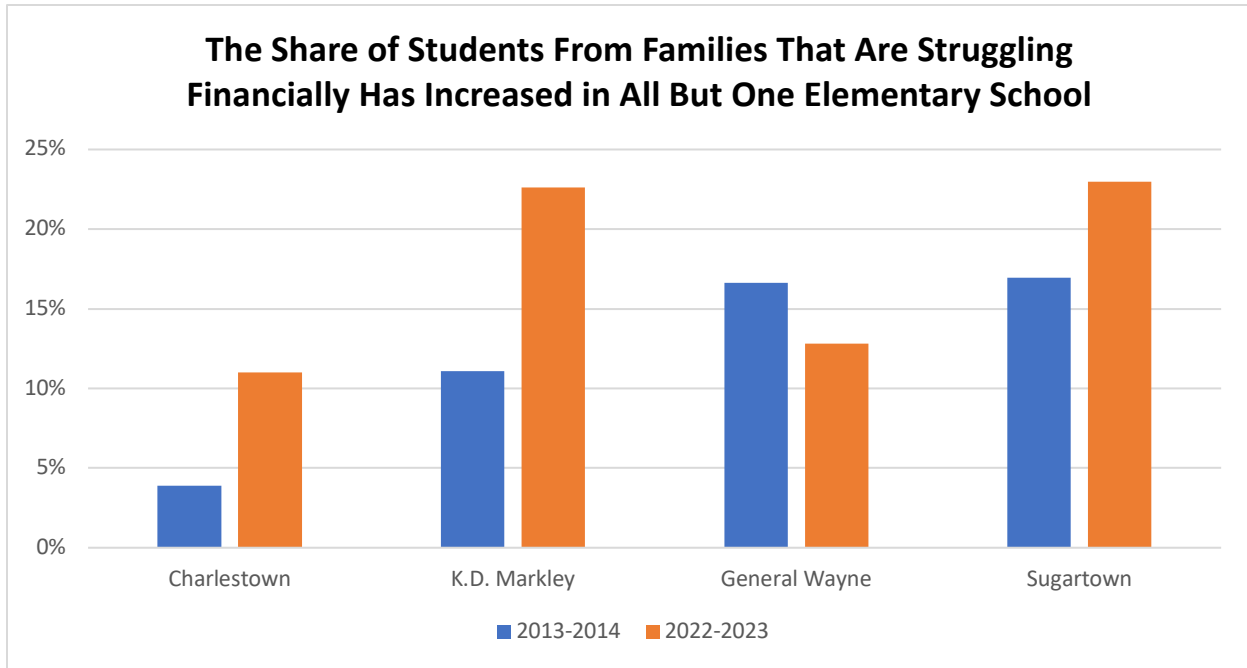
B. Change in overall student population classified as economically disadvantaged by the GVSD over past 10 years.¹¹



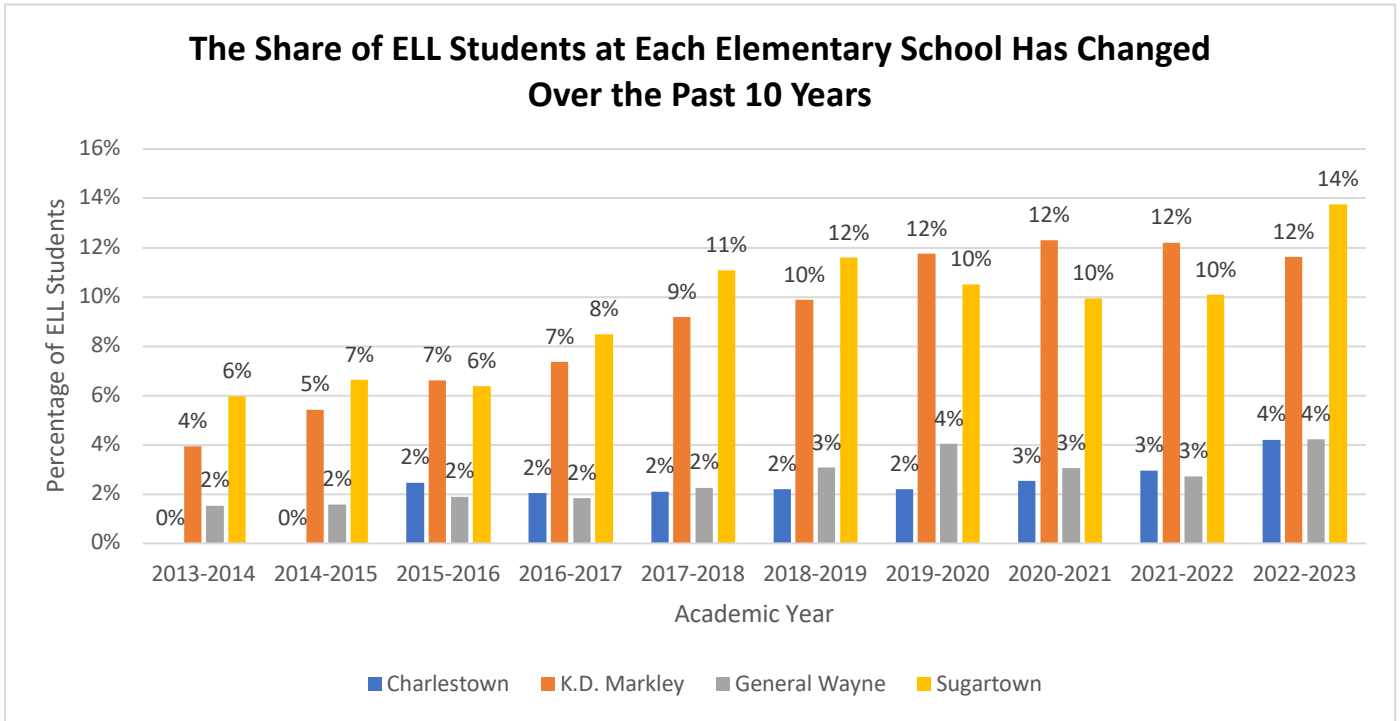
	2013-2014	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23
Economically Disadvantaged	549	493	553	609	631	665	642	738	737	896

¹¹ GVSD submitted the numbers of students they classify as economically disadvantaged. It is unclear whether the reported numbers are limited to students qualifying for and receiving free and reduced lunch or if other criteria was utilized to obtain these numbers.

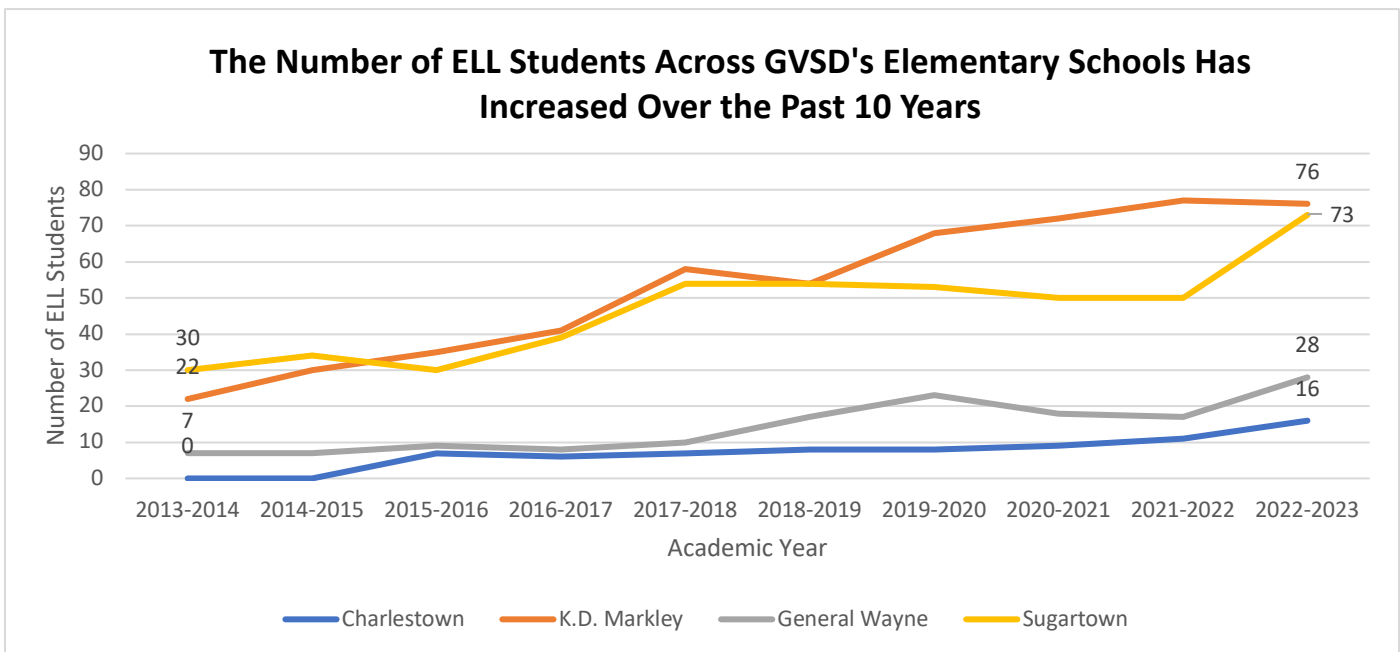
C. Change in population by elementary school of students classified as economically disadvantaged by the GVSD over past 10 years.



D. Change in percentage of English Language Learner student population in the elementary schools in GVSD over the past 10 years.



E. Change in number of ELL students in GVSD elementary schools over past 10 years.



F. Number of Students Identified as Gifted and Talented in the GVSD in the 2022-2023 school year.

Race	2022-2023	% of Racial Student Population	% of Gifted Student Population
American Native	0	0	0
Asian	147	12%	44%
Black	9	7%	3%
Hispanic	10	2%	3%
Multi-Racial	7	4%	2%
Pacific Islander	0	0%	0
White	164	7%	49%
Total	337	7%	
Elementary School	2022-2023	% of Student Population	
Charlestown	11	3%	
General Wayne	23	5%	
KD Markley	30	5%	
Sugartown	22	4%	
Total	86	4%	

*In GVSD in the 2022-2023 academic year, 337 students were classified as gifted. The vast majority of those students are White (164 or 49%) or Asian (147 or 44%). The remaining students are Hispanic (10 or 3%), Black (9 or 3%), or multi-Racial (7 or 2%). No American Native or Pacific Islander students were identified as gifted.

Only 2 ELL students, out of the 351 ELL students in GVSD are classified as gifted. That is .57% of the ELL student population and .59% of the gifted student population. Only 16 economically disadvantaged students are classified as gifted GVSD out of 896 economically disadvantaged students. That is 1.79% of the economically disadvantaged population and 4.75% of the gifted student population.

Across all four elementary schools, there are a total of 86 gifted students, which is 4% of all elementary school students in GVSD. The largest percentages of gifted students

are found at General Wayne and KD Markley, where 5% of their students are considered gifted. 4% of students at Sugartown are gifted and 3% at Charlestown¹².

The percentage of gifted students as a percentage of the total student population varies at each grade. These percentages range from less than 1% in both Kindergarten and 1st grade to 13% in 10th grade.

G. Students taking at least one “honors/advanced” or AP course or in dual enrollment in high schools by race/ethnicity during the 2022-2023 school year.

At GVHS, 1135 students are enrolled in AP, Dual Enrollment, and/or Honors Classes. That is about 81% of the high school students. For all racial groups apart from Hispanic students, more are enrolled in these classes than not. 94.7% of Asian students are enrolled in these classes, 84% of white students, 79.5% of multi-racial students, 70.8% of black students, and 45.4% of Hispanic students are enrolled in these classes.

Race	Number	Percent of that Racial Group	Percent of Total School Population
Asian	311	94.8%	22.2%
Black	34	70.8%	2.4%
Hispanic	83	45.4%	5.9%
Multi-racial	31	79.5%	2.2%
Pacific Islander	1	100.0%	0.1%
White	675	84.0%	48.1%

H. Discipline Referrals by infraction, Suspensions (in and out of school) during the 2022-2023 school year.

	In School	Out of School	Total
GVHS	84	28	112
Asian	19	4	23
Black	2	3	5
Hispanic	33	6	39
Multi-racial	3	0	3
White	27	15	42
GVMS	2	31	33
Asian	0	5	5
Black	1	4	5

¹² The number of students that are considered gifted at each elementary school are as follows Charlestown, 11; General Wayne, 23, KD Markley, 30, and Sugartown 22.

Hispanic	0	16	16
Multi-racial	1	0	1
White	0	6	6
KD Markley	6	0	6
Asian	1	0	1
Hispanic	4	0	4
White	1	0	1
Sugartown	8	0	8
Multi-racial	5	0	5
White	3	0	3
Total	100	59	159

APPENDIX D: FOCUSED INQUIRY QUESTIONS

Equity in education is defined as every student having access to the resources and rigor they need at the right moment in their education regardless of race, gender, ethnicity, language, disability, religion, sexual orientation, gender identity, family background and/or family income.

Focus Question #1: In what areas do you see a need for equity work in the district?

Goal – What is our community’s perception of the need for equity work?

Core probes for all constituents:

What does equity in action look like to you?

Tell me about a time/times when you’ve experienced or witnessed inequity in our system?

What is GVSD not doing in this area that would be helpful?

Probes for building leadership:

What equity data are you collecting and analyzing?

Focus Question #2: In what ways are the resources provided by the district helping all students to get what they need?

Goal – What are the necessary resources that we need to add, supplement, or change?

Core probes for all constituents:

Do you believe GVSD is doing enough to support all students and families?

How well are available resources communicated or advertised?

What barriers exist in your ability to access resources? What resources do people need more of? What resources don’t exist?

Is there any stigma around utilizing resources?

Do you think the district is fairly distributing resources?

For students and caregivers:

Is GVSD providing the resources your child needs to succeed at school (time, academic support, meals, etc.)? Do you know who/how to ask for help if you need it?

Focus Question #3: To what extent is the district welcoming and inclusive of all families?

Goal - Are all students and their families being welcomed at GSVD? Are policies in place to help them navigate the district? Is information equally accessible to all populations?

Core probes for all constituents:

How does GVSD support all families?

For students and caregivers:

How did your family choose the GVSD district?

How did the registration process work?

What kind of support is available to you/your child(ren) to understand what is happening at school?

If your child has ever had difficulty in school, how do teachers/principals communicate about it with you?

Do we offer engagement opportunities that meet the needs of all families?

For staff:

What programs and policies does GVSD have in place to support all families?

What professional development have you received that targets students and their needs?

How prepared do you feel to create a sense of belonging for all students in your classroom?

APPENDIX E: ORGANIZING YOUR SCHOOL DISTRICT FOR EQUITY

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THE QUEST

The Ultimate Equity Challenge for All School Systems is to Assure That Each and Every Student We Serve, Regardless of Background, is Exposed to High Level and Engaging Learning, Experiences and is Provided Access to Supports That They Will Need in Order to Thrive in Today's and Tomorrow's World.

- Creating safe and inclusive learning communities where the equal worth and inherent dignity of each student is honored and where all students' sense of belonging and success is promoted and sustained.
- Nurturing everyone's resilience and sense of individual and collective efficacy (confidence and competence) in order to effectively address the challenges of student learning and healthy social-emotional and cultural development.
- Eliminating the predictability of achievement and attainment disparities defined by students' backgrounds.
- and/or identities and eliminating discriminatory policies and practices.
- Clarifying the nature/root causes of our attainment-achievement-opportunity to learn/expectation gaps.
- Challenging our assumptions about our students' "potential."
- Challenging "the way we've always done it" and the status quo.
- Increasing access, opportunity, inclusion and support to our most challenged learners, and assuring all students get opportunities to access the best of what our school district has to offer.
- Seeing ourselves and our schools as passion and dream facilitators for all our students.
- Making ethical and effective decisions through an equity lens from the boardroom to the classroom.
- Increasing our focus on our students' strengths/assets vs. deficits.
- Building toward long-term sustainability: imbed principles of equity into policy and everyday practice and monitoring progress and accountability.

SOME KEY FONDATIONAL UNDERSTANDINGS FOR CREATING MORE EQUITABLE OUTCOMES

- It's a process, not a program.
- It's about a continuous process of individual, school and district and community self-reflection, improvement, and renewal.

- It's about moving from a deficit to strength-based frame of reference as we view our students.
- It's about suspending our judgements about our children's "capacities/potential".
- It's about a deep belief in the capacity of every one of our students to be able to engage at higher levels of intellectual engagement...mindset.
- It's about raising the bar for the adults in the system, and refusing to accept mediocrity in teaching, learning and care for all students.
- It's about doing "whatever it takes" to assure students' opportunities to learn at high levels in engaging and meaningful work.
- It's about clarity of shared vision and purpose transformed to sustained shared action.
- It's about shared, courageous and transformational leadership at all levels.

BEGINNING STEPS

- Starting and continuing with on-going deep individual and organizational self-reflection on how we "do school" and how it benefits.
- Moving beyond "diversity": developing shared definitions, language and understandings of equity among all interested parties- what does equity look like in action?
- Reflecting on foundational pillars of justice, access, opportunity, inclusion, belonging.
- Building adult to adult and adult to student relationships grounded in fundamental values of dignity, trust, respect, empathy, love.
- Viewing equity as both a process and an outcome.
- Integrating equity in all academic and non-academic program and policy decision-making.
- Connecting the equity-focused work to and reframing as necessary the current district vision/mission.
- Developing a Board Commitment Statement and Board Goals.

DEVELOPING A COMPELLING AND HOPEFUL VISION FOR LEARNING IN THE DISTRICT FOCUSED ON ELEVATING THE CURRENT AND FUTURE SUCCESS ALL STUDENTS

- Recognizing who benefits by current structures, program and policies and who doesn't.
- Reimagining schools of excellence through equity- "the ideal school."
- Reimagining engaging and meaningful curriculum and learning.
- Rethinking, expanding, and affirming our notions of students' "success"- in school and in life (developing a Portrait of the Graduate)
- Beyond standards, what do we really want all our system's graduates to know, understand, value and be able to do? Exploring and highlighting critical learning outcomes that foster all students' success in navigating an increasingly more

uncertain and more diverse world.

- Engaging all stakeholder's (especially students') voices and their diversity of life and school experiences and perspectives.
- Identifying our students who are "wounded" by their school experiences and how/why.

DEVELOPING A COMPELLING RATIONALE FOR WHY EQUITY AND WHY NOW

- Understanding the current and historical context of the district: racial/ethnic demographics, economics, social-political-religious values.
- Defining the moral, social, economic purposes/imperatives...opportunity to access the "American Dream."
- Addressing the challenges of balancing tensions between individual self-interest and the collective good.
- Addressing what's in it for me/us collectively?
- Recognizing long histories of systemic or institutional bias, discrimination, racism, classism, sexism, ableism....
- Identifying potential and expected sources of resistance to change grounded in knowledge, power and privilege.

BEGIN MAKING ORGANIZATIONAL AND INDIVIDUAL STUDENT DECISIONS THROUGH AN EQUITY LENS

While there are strong arguments for basing decisions on standards that maintain consistency for all students and staff, educational equity principles suggest a strong need for considering that we base our decisions on serving the best interests of each individual or unique population of students who have historically underachieved in our system.

How do district and school leaders choose from options to make the most fair and ethical decisions that are in the best interests of these students?

Every day critical short and long-term decisions are being made at every level of our school system that are impacting individual children and district/school policies and practices that influence these students' outcomes. How might we become more mindful about our decision-making processes and what decisions/actions may be reinforcing our current observed inequities?

In making decisions from the organizational, e.g., resource allocation, curriculum, discipline code/ policy, to the individual student level, e.g., program or course placements, discipline consequences, academic and personal interventions and supports, it is imperative that before finalizing our decisions that we *consciously* reflect upon both the intended positive and potentially adverse outcomes of our decisions.

What are the critical decision points in our deliberations about policies, programs or practices that impact our expected organizational or equitable student outcomes?

- Board Policies
- Student Codes of Conduct/Discipline
- Curriculum Review and Implementation
- Instructional Design and Delivery
- Standards, Content, Learning Resources
- Assessments
- Student Program or Course Placements
- Special Education
- Gifted Education
- Honors Level or Advanced Placement
- Support Programs/Services
- Human Resources (Recruitment, Hiring Retention Processes and Practices)
- Staff Supervision, Performance Evaluation and Professional Development
- Financial and Material Resource Distribution
- Human Capital Distribution (Teacher, Administrator, and Support Staff Assignments)

Some critical overarching and equity-focused reflective questions to consider prior to making any critical decisions might include:

- In what ways will this decision open or close doors of opportunity, access or inclusion for individual students or groups of students?
- Who will most likely benefit by this decision?
- Have we considered potential unintended consequences of our decision?
- Are there individuals or groups that may be negatively impacted by this decision and how?
- Which decisions/actions will best advance more equitable outcomes for all students?
- What alternative decision/action options might produce different outcomes?
- Have we intentionally engaged the interested parties, including students, parents/caregivers, educators who are most impacted by the decision? Have all voices been heard and considered before making the decision?

BEGIN BUILDING A DISTRICT EQUITY/INCLUSION/BELONGING TEAM (COUNCIL/TASK FORCE/COALITION/COMMITTEE)

Equity needs to be thought of as both an aspirational and operational framework—a process and a destination. Creating a Core District Equity Team will help anchor, drive, and center the work. A District Equity Team is a primary leadership team, including both formal and informal leaders, responsible for designing, coordinating, and organizing district and school level equity learning, plans and activities and is focused on systems change that leads to more equitable outcomes for all students.

The Equity Team can serve as the engine for change, leading the way, highlighting system gaps and challenges, creating alliances of diverse interested parties to help move the district in a common direction, and building the movement and momentum to make necessary change happen and sustain that change.

Key Functions

- Building alliances across diverse interested parties.
- Catalyzing equitable systems change in the schools and in the community.
- Organizing the design, priorities for and implementation of an action/work plan integrated within the district's comprehensive plan.
- Cultivating and developing new leadership for equity and active community engagement.
- Building system capacity for personal and professional learning and leading.
- Sharing/disseminating learning resources, skills, and tools for operationalizing equity.
- Communicating about educational equity across schools, departments and management levels.
- Collecting and analyzing data for driving change and documenting, measuring, and evaluating progress.
- Championing racial and social justice in the district and celebrating and sustaining success.
- Accelerating student learning and eliminating opportunity-expectation-achievement and attainment disparities.

Desired Characteristics of Individual Equity Team Members and Team Composition

- Commitment to equity and social justice with passion and energy to encourage others.
- Emerging knowledge of equity and race issues, with analytical skills for systems thinking.
- Collaborative in working across differences and organizing for collective results.
- Formal or informal leadership experiences and emerging ability to be a visible and vocal champion for equity.
- Communication skills (speaking and listening) to be a liaison and ambassador to a variety of internal and external audiences.
- Creativity to think outside the box to craft forward-thinking, innovative strategies.
- Facilitation and training skills to engage in challenging conversations about race/class/gender, discrimination, bias.
- Flexibility to work across departmental barriers and roles.
- Humility and curiosity to continually learn and engage in self-reflection.

- Skill in building relationships, internally and externally, that can be leveraged to expand engagement.
- The resilience to engage in deep, challenging, and long-term work.

The Equity Team needs to be representative of many different facets of the districts and the different students, families and neighborhoods or communities it serves, and at the same time needs to be manageable in size to work productively and efficiently. Some considerations for achieving a representative Equity Team:

- Diversity across race/ethnicity, gender, ability, sexual orientation and other important markers of identity
- Diversity across schools, departments, or other key units of the district.
- Diversity in leadership, both emerging and experienced, including those who display various leadership qualities and abilities and those who don't usually get the opportunity to share their voice in this way.
- Diversity across work levels, functions, and authority, including administrative staff, classroom teachers, support staff, students, and parents/community representatives

Roles, Duties and Expectations of Equity Team Members

It is good to delineate and clarify at the outset of a new member's tenure on the Equity Team so that all members, and their supervisors, are aware of the commitment involved. Potential expectations might include:

- Champion and advocate for racial and social justice and model the organizational values.
- Represent their schools, departments at leadership meetings and communicate messages from the Team to their own school/ department.
- Participate in all Team meetings and activities, as well as sub-committees or work teams.
- Provide leadership, facilitation, coaching, and technical assistance to school-based equity teams.
- Coordinate, track, and report district/school equity action plans, successes and Improvements.
- Continually learn and support system-wide professional learning.
- Meet with students, parents/caregivers, especially those whose voices may not be considered, and encourage their thoughts, perceptions and solutions.
- Take advantage of opportunities to build personal and professional knowledge and skills, including leadership, strategic planning, effective communications, complex problem-solving, application of equity assessment tools for planning and decision-making, and in-depth analysis of racism and racial justice.

Options for Creating an Equity Team

The district leader can designate an appointed team of leaders to coordinate the initiative, which might likely initially include members of the district management team-including school board members. While this approach is more top-down than other approaches, it can also help ensure that the management has deep investment, direct access, and high confidence in, those they've chosen to lead.

Another approach is to have each department or unit director and school principal select one or two representatives to be on the Equity Team. This will ensure broad and equal representation across the system. But a drawback can be that the full Team may not end up with an ideal mix of diversity by race, gender, experience level, and other important characteristics. In this case, it is important for the district leader to analyze overall demographics and skills of potential members to make any adjustments needed.

A third approach could be to put out an invitation to all employees, students, and parents/community members to nominate themselves or others to serve on the Equity Team. Once you receive the nominations, you can screen and interview candidates to arrive at a desired diverse balance of participants for the full Team. With this approach, you may get some unlikely or surprising candidates, which can be an asset. They may be colleagues who have a real passion for racial equity and are ready to step up. This more bottom-up approach may yield a very dedicated, diverse, and perhaps even younger, group of new equity leaders, even though they may not have as much positional power and influence as those who would typically be selected from the top.

There are different trade-offs with each approach, but all of them can work. You'll need to select the approach you think will work best since each district has its own unique history, structure, and power dynamics that need to be considered and navigated. Once the Equity Team is established, initial activities often include some community building, visioning, and team development training.

First Steps in Building the Equity Team

- *Explicitly defining the Equity Team's purpose*: a shared commitment and spirit of collaboration in creating more high quality and equitable outcomes for all the students.
- Defining the team's leadership roles/scope of responsibilities and decision-making in support of movement toward excellence and equity in district policy and practice.
- Defining a shared leadership and accountability structure and process.
- Creating safe spaces for honest personal and organizational reflection: trust, respect, dignity and authentic conversations.
- Clarifying understandings of the language of equity and recognizing it in practice
- Defining guiding conceptual frameworks from the literature.
- Assessing current reality relative to the vision and planning for change

- information and data gathering and synthesizing examining board and school policies (written and unwritten) through an equity lens.
- reviewing curriculum offerings through an equity/cultural/diversity lens
- generate and review disaggregated district and school level data by race/ethnicity, gender, SES or other markers of students' identities.
 - Outcomes
 - student state and local academic assessments- AP and PSAT/SAT participation and performance
 - student grades/GPA
 - attendance rates and patterns
 - high school graduation rates
 - college-going rates/attending first college of choice
 - college persistence and success
 - Process
 - enrollment patterns in advanced placement, international baccalaureate, honors, gifted, math and science courses
 - enrollment patterns in “lower ability” groups, remedial programs, special education
 - discipline referral rates and consequences
 - extracurricular involvement
 - first generation college-going
 - out of school supports- mentoring, tutoring
 - technology access
 - Student And Parent/Caregiver Perceptions of Their Experience with Our Schools
 - surveys/questionnaires
 - interviews/focus groups
 - shadowing students
- Examining/challenging our assumptions about what we see/hear in the data
- Getting more information if necessary and getting to root cause(s) of discrepancies between our vision and reality defined by the data
- Avoiding jumping to solutions/interventions before the problem and its root cause(s) are defined
- Establishing our theories of action/change: If we do this, this is the result/outcome we expect.
- Recommending/establishing short and long-term SMART goals/targets, strategies, impact evaluation process and timelines with responsibilities

Team-Building And Learning

Before you delve into the work of advancing equity, it's important to take some time for members to get to know each other and build relationships within your Equity Team. When people know and understand each other, it can help get you through some of the difficult conversations and challenges that are an inevitable part of doing equity work.

Sharing stories, sharing a meal, and building in some social and festive time together can go a long way towards humanizing each other, breaking down stereotypes, and building cohesion.

Building in ongoing training and learning together is also key. Don't assume people are on the same page when it comes to understanding racial equity and social justice. Everyone has a unique identity, history and perspective. Some foundational training together—where you learn basic concepts, definitions, tools, and strategies for addressing equity—will help you have more constructive and productive conversations.

Maximizing Impact

Equity Teams can help move things from talk to action, from problems to solutions and from episodic reactive responses to well-coordinated systemic strategies. By developing concrete goals and priorities, along with doable plans, with delineated and delegated tasks and timetables, aspirations can become realities.

By modeling the design and implementation of effective and accountable work, the District Equity Team can help other Equity Teams at the building level and leaders to do the same. A Core Team that authentically represents the diversity of the district is well positioned to develop an Equity Action Plan that includes measurable benchmarks and meaningful results.

By tracking your progress, you can hold yourselves accountable and keep yourselves focused on meeting your goals. Periodically share with your colleagues and community what you are achieving and learning. In the process, you can create a community and culture of learning and action, with your eyes on the prize of educational and social equity and justice.

APPENDIX F: DVCEE SUGGESTED READINGS AND RESOURCES FOR K-12 TEACHERS AND ADMINISTRATORS

DISTRICT AND SCHOOL LEADERSHIP FOR EQUITY AND CULTURAL PROFICIENCY

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