



DIVERSITY, EQUITY  
AND INCLUSION

# **3 YEAR PLAN**

DOWNTOWNTOWN AREA  
SCHOOL DISTRICT

# WHAT IS DEI?

A SUMMARY



## DIVERSITY

- Who is in the room?



## EQUITY

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



## INCLUSION

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

# DATA SOURCES



- DASD Incident Reports – Internal, protected report; Only aggregate data may be public
- PIMS Data - Demographic data available to the public
- Future Ready Website - Located within PDE website
- Significant disproportionality data
- Building Equity Reports – Internal, protected data; Collected by assessment department and cultural equity leadership team
- SafeToSay Data - Internal, protected data; An anonymous reporting application with select administrator access
- Safe Schools Report – Reported to PIMS/PDE in July, final report made public in October/November for previous year's data. See PDE website to view reports.
- Personal experiences shared with Director of DEI and CETF from teachers and students

# ARE THESE PUBLIC REPORTS?



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

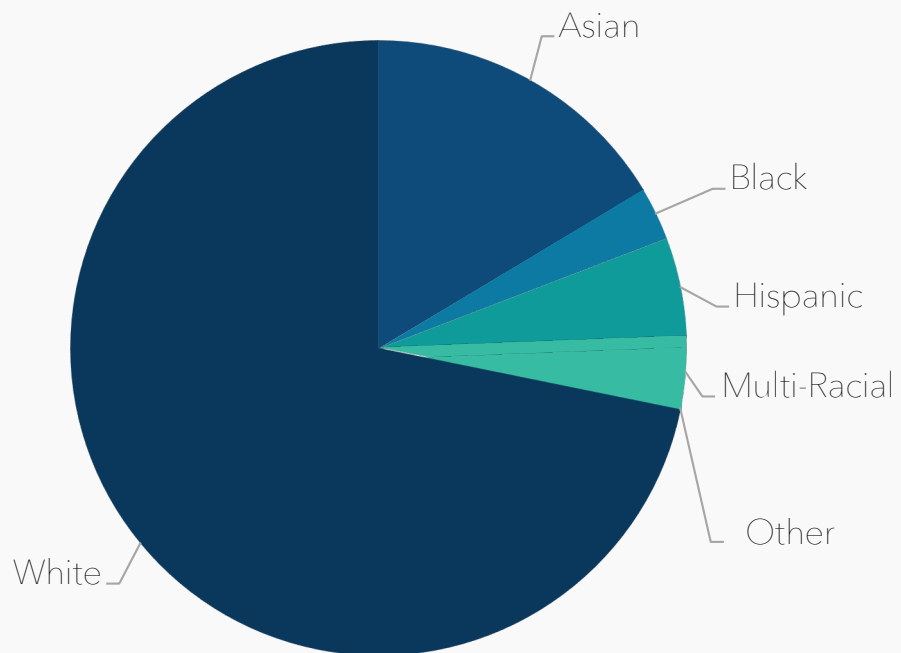
This is a 'report card' for each school that summarizes school performance. They also give demographic information - gender, race, and student groups (EL, special education, etc). This site also links to the School Safety reports that are based on the Safe Schools PIMS submission (behavior incidents).

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

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



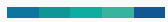
# WHY EQUITY?



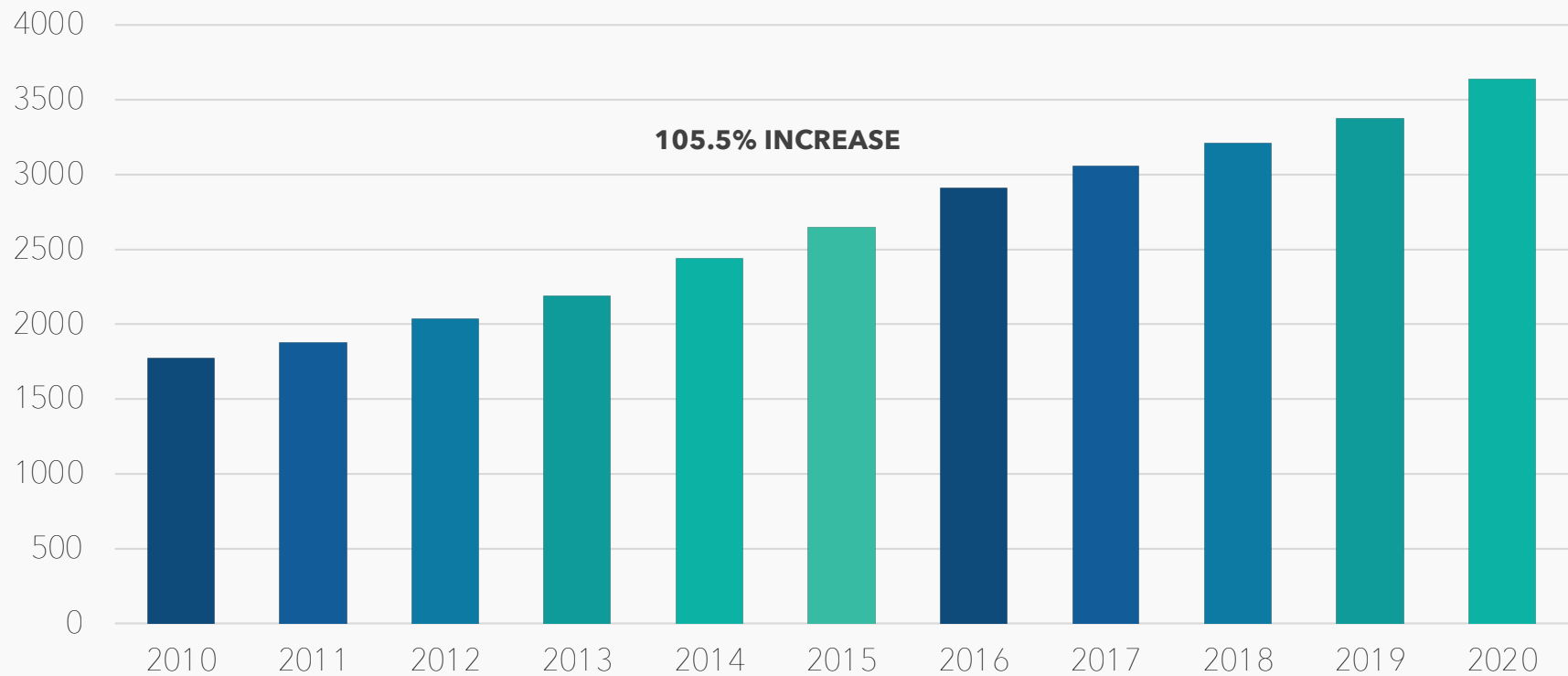
2020 CULTURAL DIVERSITY OF DASD STUDENTS

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

# WHY EQUITY?

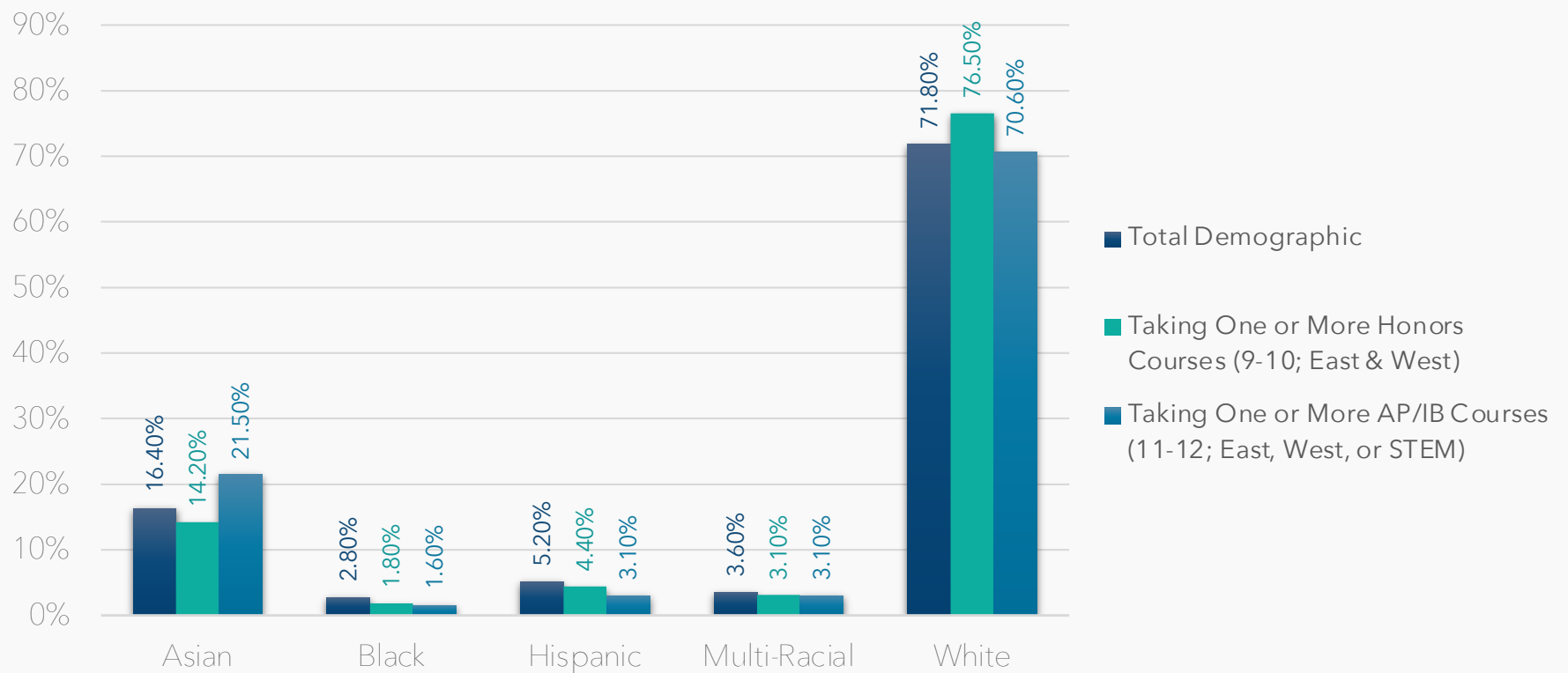


10-YEAR INCREASE IN CULTURAL DIVERSITY OF DASD STUDENTS



# WHY EQUITY?

## 2019–20 HONORS/ADVANCED PLACEMENT DEMOGRAPHICS

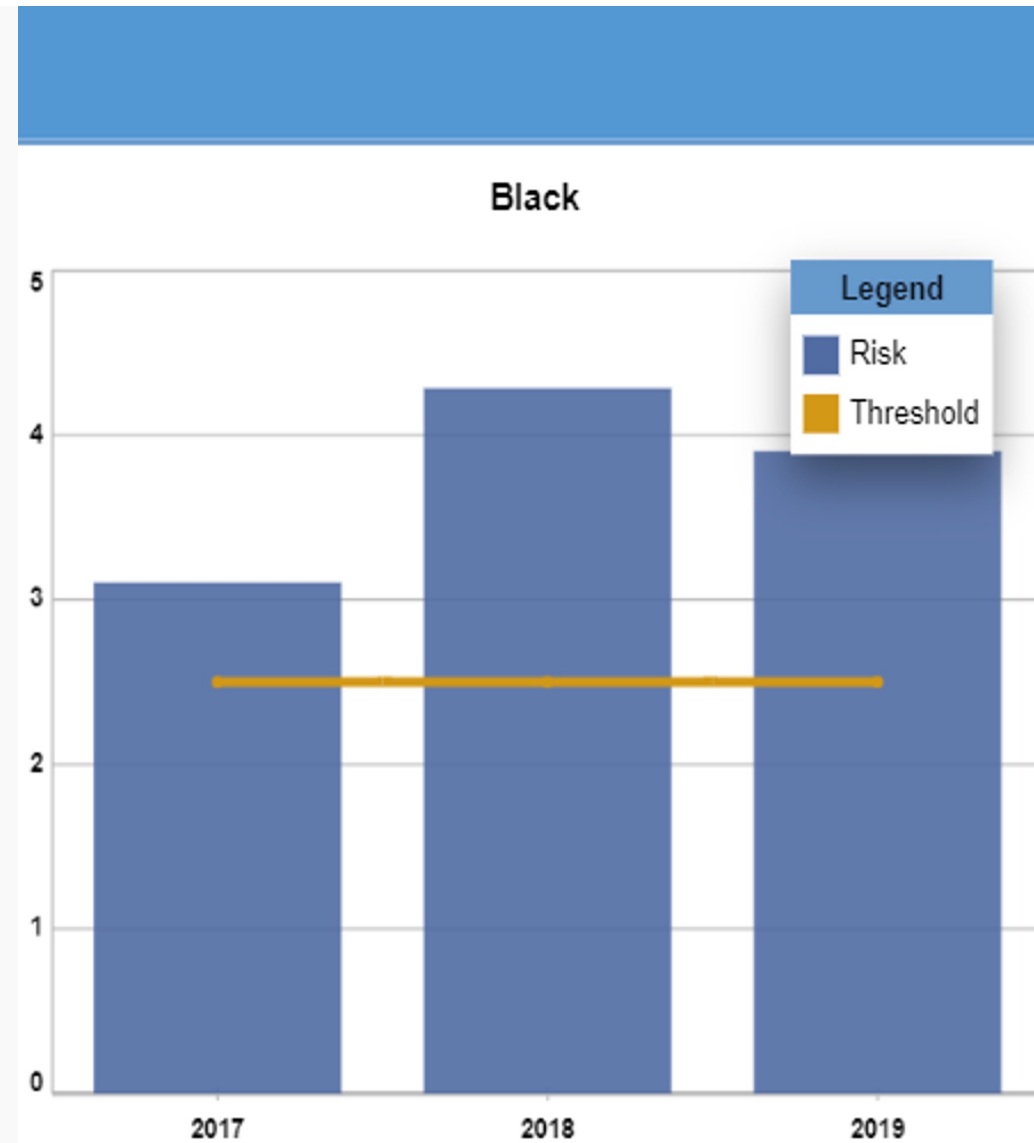


# WHY EQUITY?

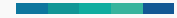


DASD IN-SCHOOL SUSPENSION DATA  
Impacts: Black/African American

*Three year look at disproportionality data*



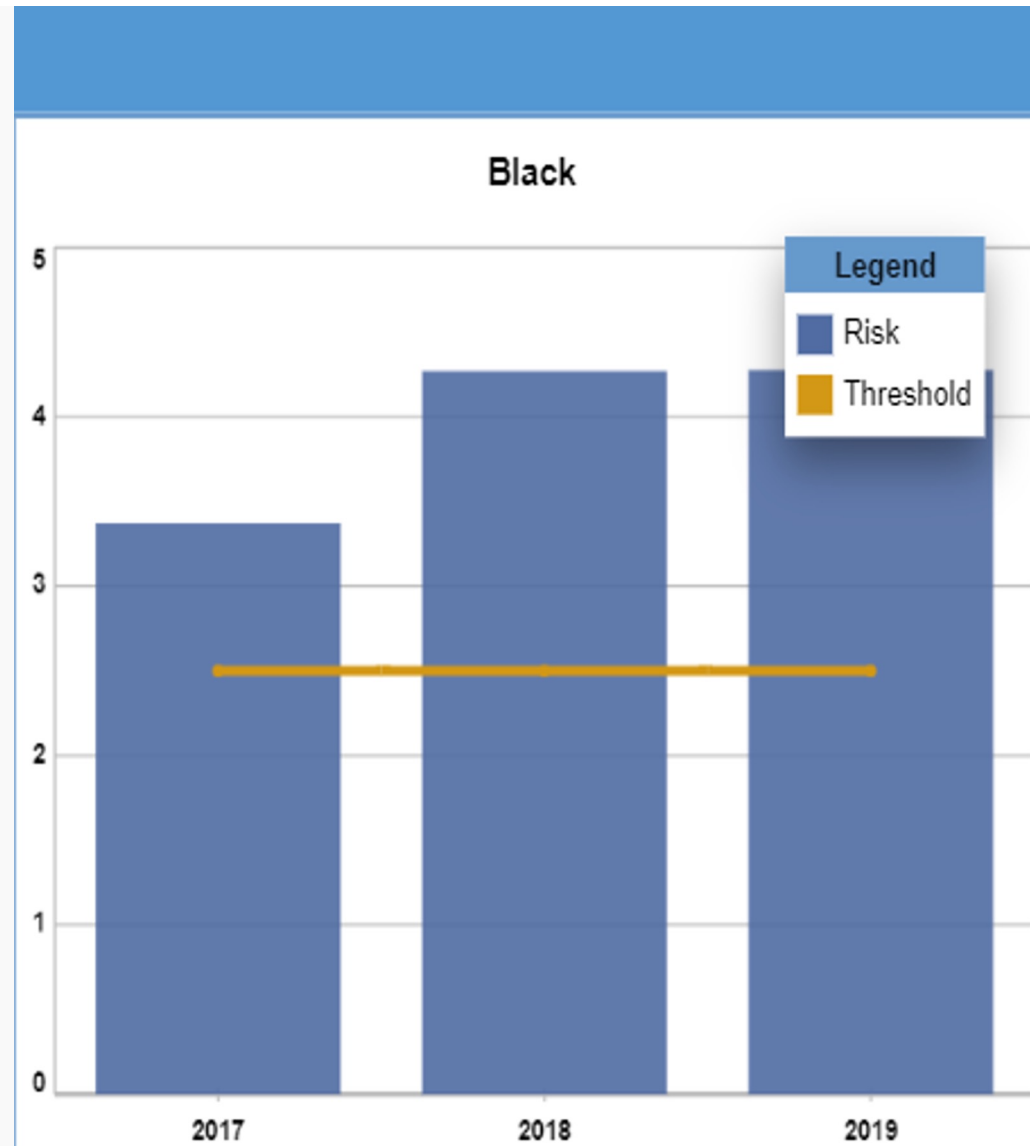
# WHY EQUITY?



## DASD DATA - TOTAL REMOVALS

Impacts: Black/African American

*Three year look at disproportionality data*



# WHY EQUITY?



## HOW DOES EXCLUSIONARY DISCIPLINE IMPACT STUDENTS?

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

# WHY EQUITY?

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≈ **2,200 (16.9%)**

DASD students receive special education services



≈ **300**

DASD students receive gifted education services



≈ **215**

DASD students participate in the English-Language Learners Program



≈ **300**

DASD students receive accommodations through a section 504 service agreement



**1,512 (11.7%)**

DASD students are from a low-income household



# ***THIS WORK SUPPORTS ALL STUDENTS***

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







# CULTURAL EQUITY TASK FORCE

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

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



Director of  
Diversity, Equity  
and Inclusion



Cultural Equity  
Taskforce Team



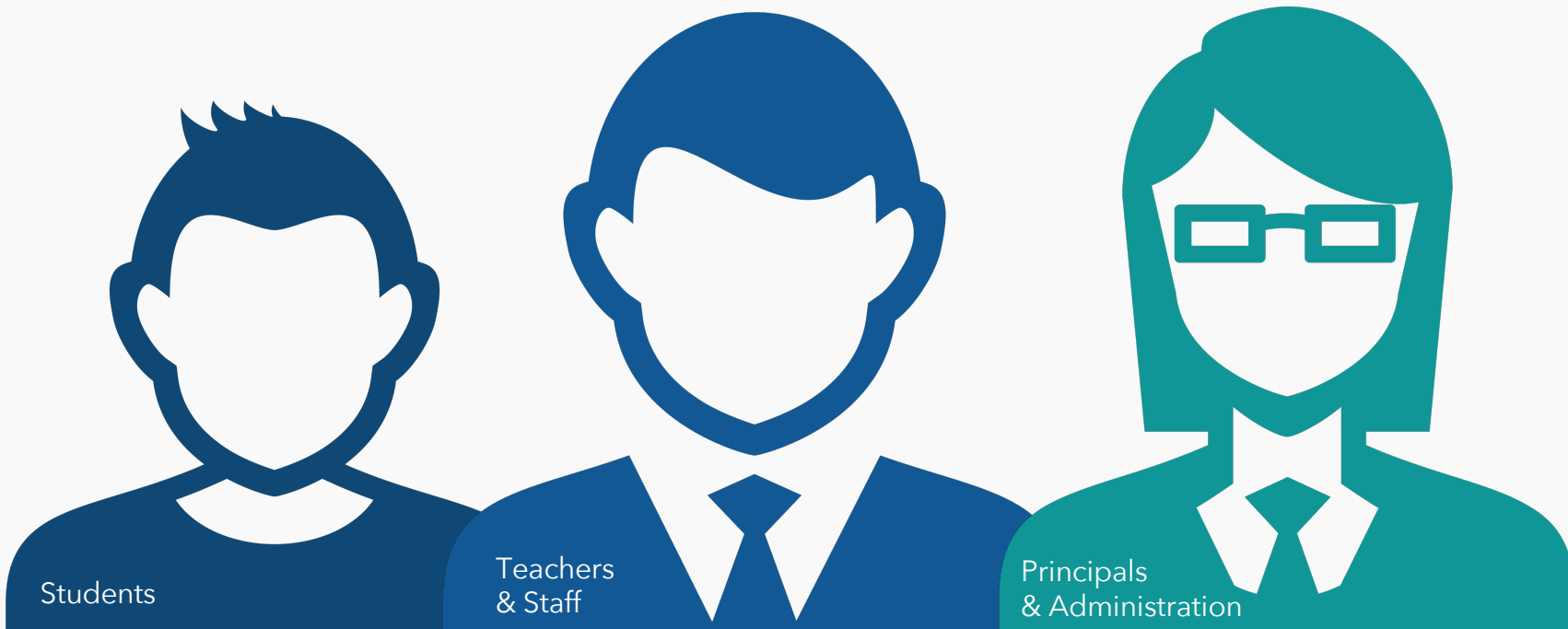
Cultural Equity  
Taskforce  
Leadership Team



Building Equity  
Teams

# WHO CREATED THE DIVERSITY, EQUITY AND INCLUSION DIVERSITY PLAN?

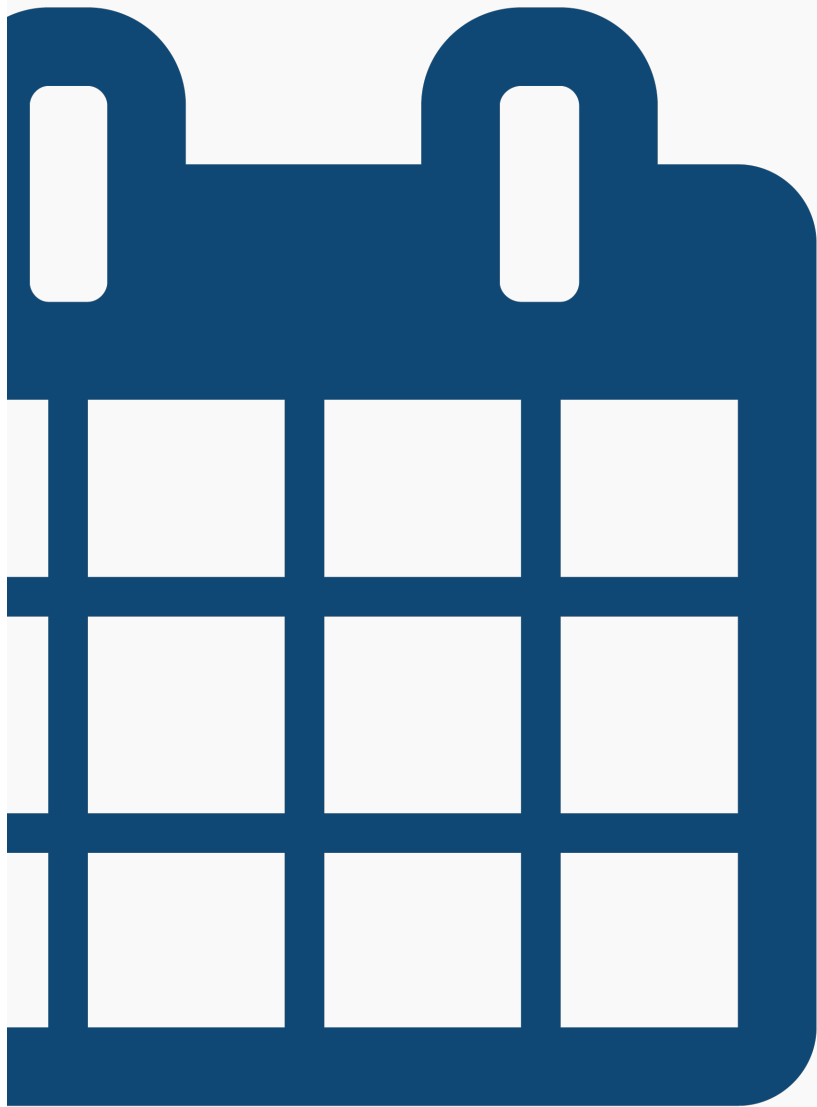
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# HOW WAS THE PLAN CREATED?

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





## YEAR 1

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

# GOAL #1

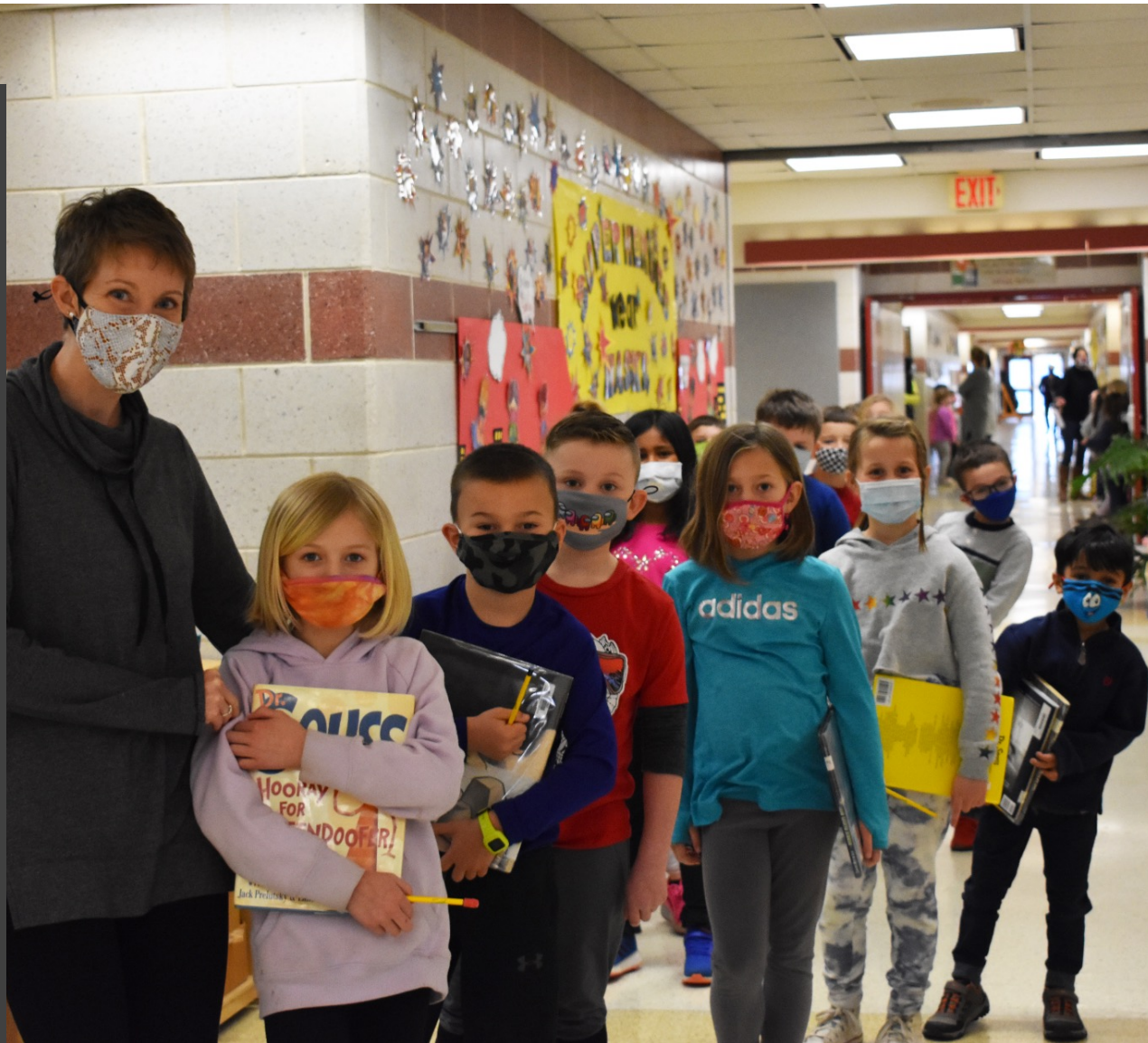
**Create an inclusive, equitable, safe and welcoming district community**

Timeline: Year 1

Strategy 1.1: Expand and diversify Cultural Equity Task Force Team

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

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





## GOAL #2

### Recognize, honor, and respect difference and diversity

Timeline: Year 1

Strategy 2.1: Cultural celebration and monthly recognitions

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

Strategy 2.3: Increase disability awareness and acceptance throughout district





# Goal #3

## Professional development and trainings for teachers and staff

Timeline: Year 2

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

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

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






## Goal #4

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

Timeline: Year 2

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

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



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



## Goal #5

**Strengthen parent, guardian, and community partnerships**

Timeline: Year 1

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



## Goal #6

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

Timeline: Year 2

Strategy 6.1: Review discipline and suspension data

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





# Goal #7

## Strengthen connections with ESL families

Timeline: Years 1-3

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



# Goal #8

## District organizational change and development

Timeline: Years 1-3

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

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

Strategy 8.3: Implementation of district inequity report form





# Goal #9

## Empower all students to accomplish excellence

Timeline: Years 1-3

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





# DOWNINGTOWN AREA SCHOOL DISTRICT



Students

Parents

Community

Staff

Home

Our District

Schools

Departments

School Board

Get Involved

Calendar

## Diversity, Equity and Inclusion

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

## Welcome to Our DEI Page!

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

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

### Join our efforts and stay up-to-date!

[Follow Us On Twitter](#)

[Follow Us On Instagram](#)

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

[Join our Cultural Equity Task Force](#)

[Looking for the DASD Curriculum?](#)



## DEI in DASD



