



LDSD Phase I Equity, Inclusion, and Belonging Data Collection Results

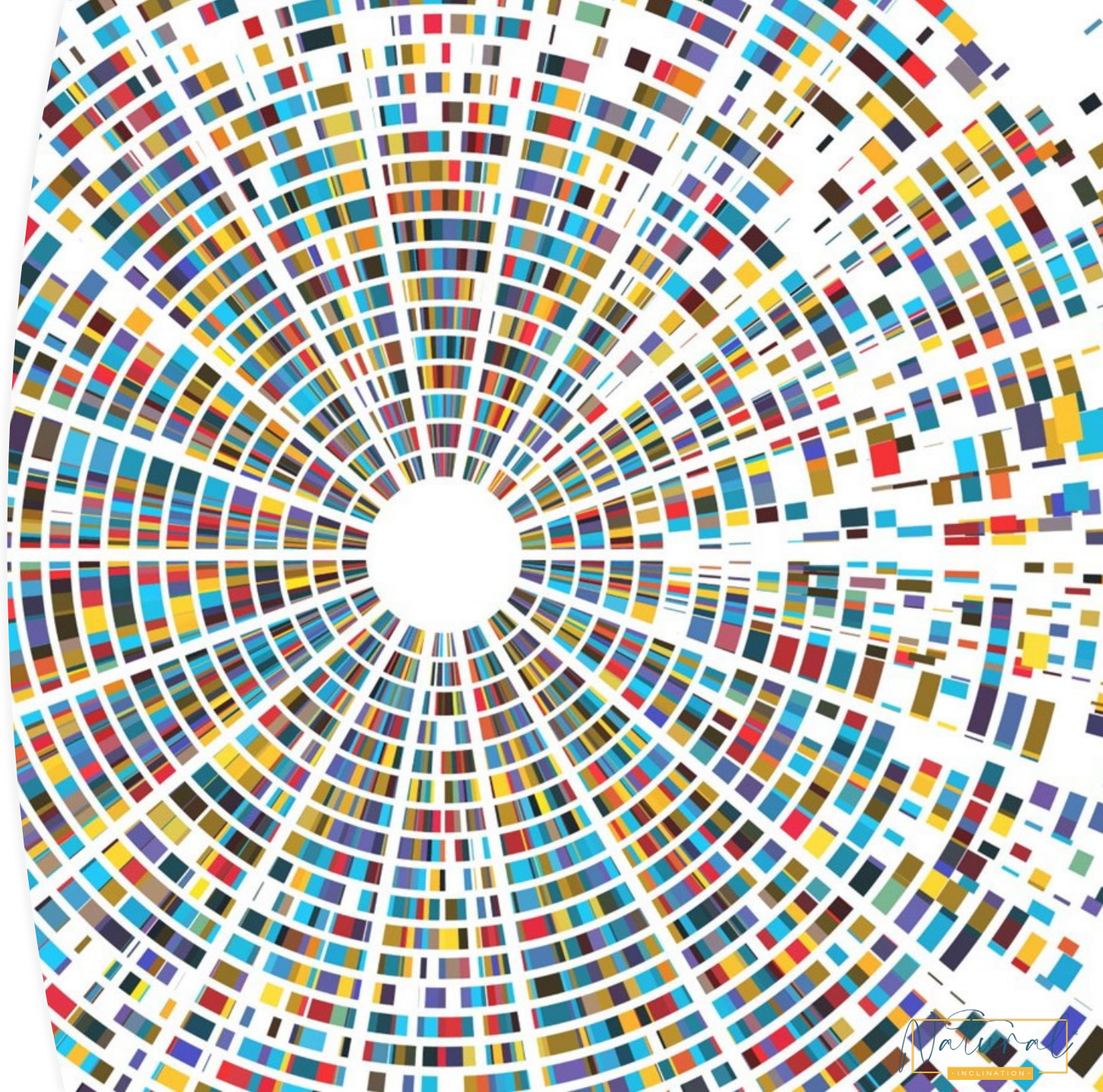
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"The work may not be easy, to change the perspective that is out there right now, but now is the time to put in the work, to change that. There is an opportunity for us to decide what way we want to go as a district and I think the majority of our staff are committed to doing what we need to do to get back to the 'Falcon Pride' that people feel when talking about this district."

--District Employee

BACKGROUND



Background

In response to March 2023 reports of one Lower Dauphin family's accounts of racial intimidation and what they professed to be a lack of urgency in the administrative response, numerous families and students kept the momentum going and initiated a chorus of voices to state that they too were experiencing harm. Harm that targeted many students for their racial and ethnic identities, their primary language, their body size, their religion, and their gender identity. Harm that cut through multiple intersections and left students questioning their sense of belonging and worth. Student narratives spoke to how harmful it is to be the relentless target of racism, harassment, discrimination, and bullying. The impact for some was grave, with expressions of suicidal ideation and a sense of hopelessness that things would never get better because some kids are mean and what these mean kids laugh off as "jokes" have deleterious effects on the mental wellbeing of our young people. The silencing had been normalized, but now the bravery of speaking their truth led to a community that believed them, wanted to protect them, and had renewed hope that their experiences could lead to wholeness. Those on the receiving end, the Lower Dauphin School District Board of Directors and the former superintendent, Dr. Robert Schultz, centered the youth and parent/caregiver voices and put a plan into motion to request information from consultants and organizations specializing in "educational diversity, equity, and inclusion consultation and training." The request for information stated, "It is our goal to create a more equitable and inclusive school organization. We endeavor to provide a safe and inclusive learning environment that is supportive of all students and staff." In response to this request, Dr. Amber Sessoms, founder and chief visionary officer of Natural Inclination LLC, proposed a plan that would amplify the voices within the community to uncover the root cause of inequities and the ways in which the current climate and culture were violating the dignities of students and staff. This plan was board approved on April 25, 2023.

Phase I (April 25, 2023 - June 30, 2023) Deliverables

- **Develop introductory video** to set intentions and discuss Phase I goals
- **Facilitate six (6), 45-minute Secondary-level Student Advisory Committee (SAC) meetings** (a total of three per building)
- **Disseminate and assess a pre-survey** with purpose of SAC to identify strengths, opportunities, aspirations, results, relationships, and personal strengths to support a problem-solving model and reimagining of Falcon PRIDE (e.g., students co-construct acronym)
 - **Facilitate problem-posing** around a Strengths, Opportunities, Aspirations, and Results (SOAR) model to identify most urgent needs
 - **Ensure group is representative** of school community (e.g., regional)
- **Facilitate two (2), 90-minute Parent Advisory Committee (PAC) meetings**
 - **Disseminate and assess a pre-survey** with purpose of PAC to identify strengths, opportunities, aspirations, and results, resources, and personal strengths to support a problem-solving model
 - **Facilitate problem-posing** around a SOAR model to identify most urgent needs
 - **Ensure group is representative** of district community (e.g., regional)
- **Facilitate ten (10), 60-minute listening sessions** (i.e., District and building administrators, Pupil Services, LDHS, LDMS, Conewago, East Hanover, Londonderry, Nye, South Hanover, Price)
 - **Disseminate and assess a pre-survey** to identify SOAR, tiered resources, relationships, and personal strengths to support a problem-solving model and leverage support and build a "coalition of the willing"
 - **Facilitate problem-posing** around a SOAR model to identify most urgent needs
- **Maintain a continuous feedback loop through meeting minutes** with board, (interim) superintendent, student advisory, parent advisory, department, and building-level staff to make meaning from emerging themes from the SOAR model to promote transparency, trust, and co-construction of needs across all vested partners (i.e., facilitative administration)
- **Facilitate two (2), 60-minute Relationship Mapping session, one (1) at each secondary building** to support school staff in identifying students who do not currently have positive connections with school adults and provide targeted interventions (e.g., pairing with supportive school adult mentor)
- **Organize a resource map inventory** of available interventions and potential external partner resources
- **Analyze PA School Climate Survey and Pennsylvania Youth Survey (PAYS) quantitative data with SAC, PAC, listening session, and other qualitative data** through cross sections and disaggregation to identify needs through root cause analysis (RCA). Data-informed recommendations will be presented to the board and administration to support the development of sustainable solutions in Phase II.



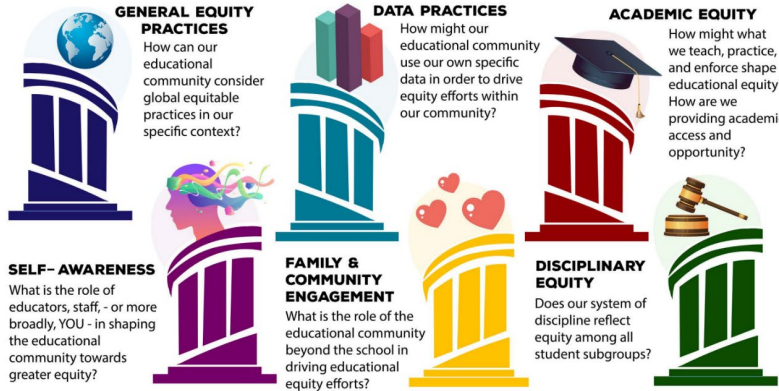
Overview

- Qualitative survey respondents were solicited via the Lower Dauphin School District website under headlines. A total of 13 Google Form surveys were created and disseminated throughout May 2023 to gather rich, thick descriptions on the perceptions of students, parents, caregivers, administrators, faculty, and staff.
- To provide context and set intentions, Dr. Sessoms created introductory videos to explain her role and the purpose of the surveys.
- A total of 222 individuals (34 parents/caregivers, 35 high schoolers, 46 middle schoolers, 107 admin, teachers, specialists, support staff) responded to the surveys.
- The survey data was analyzed to decipher the respondents' perceptions of LDSD's strengths, opportunities, aspirations, and results (SOAR) to begin to develop strategic goals for each committee or building-level teams to implement during the 2023-2024 school year.
- Listening sessions were conducted and facilitated by Dr. Sessoms to review the SOAR analyses and garner feedback and additional clarity.
- The district's 2021 Pennsylvania Youth Survey (PAYS) was reviewed to identify trends in the perceptions of 6th, 8th, 10th, and 12th graders regarding substance abuse and protective factors. Particular emphasis was given to data on Community and School Climate and Safety and Social as well as Social and Emotional Health domains
- The 2021 PA School Climate Survey (PSCS) was reviewed to identify trends in positive school climate within three domains: (1) Student Engagement and Support; (2) Social Emotional Learning; and (3) Safe and Respectful Climate. This survey assessed parents/caregivers, students (grades 3-12), administrators, teachers, and staff.

EQUITABLE PRACTICES HUB

To do their best, students must feel safe at school.
A healthy and safe environment can help students thrive, and every student, regardless of race, ethnicity, sexual orientation, gender identity or expression should be provided the opportunity to learn - free from discrimination, fear, or harassment.

EQUITY PILLARS



EQUITY SPHERES

In what way can the school district or an individual school become more equitable across their systems?

What can teachers do, in manners of curriculum, discipline, pedagogy, and classroom culture in order to become better proponents of equity?

What can an individual, be it a teacher, administrator, student services professional, caregiver, or student, do to promote equity in their educational community?



www.education.pa.gov/EquityHub

Themes Grounded in the Pennsylvania Department of Education's Equity Pillars

These Pillars were used to organize the findings from the qualitative survey analysis to mitigate any cognitive changes that the examiner may have experienced during the analysis. Such structure limits bias and increases reliability, as each Pillar helped organize and define the nine (9) themes that emerged from the data:

- Mitigating burnout and cultivating sustainable employees through capacity-building
- Comprehensive mental health professionals and systems
- Practicing equity, inclusion, and belonging
- Developing effective social emotional skills to support positive relationships and collaborative problem-solving
- Fostering a community of learners
- Communicating a shared mission, vision, and values to model transparency and consistency
- Leveraging external partnerships
- Implementing tiered levels of support
- Accountability through clear and consistent disciplinary policies, practices, and procedures

Key Findings: Survey Demographics

A total of 222 individuals (34 parents/caregivers, 35 high schoolers, 46 middle schoolers, 10 administrators, 97 teachers, specialists, support staff) responded to the surveys.

Years Lived (Worked) in District	Elementary Building Attended*	Race/Ethnicity	District Race/Ethnicity	Gender
0-3: 12.2%	34.8% South Hanover	83.8% White	81.5% White	65.3% Female
4-6: 9.9%	20.9% East Hanover	5.4% Asian	2.5% Asian	29.7% Male
7-10: 19.4%	20.9% Nye	5.0% Black	1.8% Black	0.5% Trans. Fem.
10+: 54.1%	8.7% Conewago	2.7% Middle Eastern/ North African		0.5% Trans. Male
	12.2% Londonderry	0.9% Amer. Indian		0.9% Nonbinary
	16.5% Other	7.2% PNTA**	5% Two or more races	3.2% PNTA
		72.5% Not Hispanic/ Latino		
		16.7% Hispanic/ Latino	9.1% Hispanic/ Latino	
		9.0% PNTA		

* Average based on *n* of 115 to account for Parent Advisory Council (PAC) and Student Advisory Council (SAC) respondents only

**PNTA = Prefer not to answer

Key Findings: Unique District Strengths, as Identified by Survey Respondents

- Staff control over half of their own professional development (PD) hours; Educator choice for PD
- Elementary given relative curriculum freedom to teach the way they choose
- Teachers are trusted to not turn in lesson plans
- School center of community; Close-knit community; Strong sense of district community
- True community school; Small-town school feel while providing benefits of larger districts
- School pride; Sense of pride and loyalty
- Graduates move back to raise families; Generational families and admin/teachers/staff that were former students; Many who work here live here
- Administration, faculty, and staff have kids or graduates within the district
- Long-term administration who served in multiple roles throughout career in district
- Communities that Care; Club Ophelia
- "Be Kind" posters and tee shirts
- Full inclusion of special education students in elementary classrooms
- Conewago houses three major CAIU programs (Deaf & Hard of Hearing, Intensive Autistic Support, Early Childhood Preschool)
- Price School: District-run full-time emotional support program with full-time social worker and Adventure-Based Education
- Economically diverse population (rural to suburban)
- Multiple levels of core courses (General & Career Prep, Tech Prep, College Prep)
- Work tirelessly with limited resources



Key Findings: What Values are Most Important, as Identified by Survey Respondents

- **Honesty:** Speaking the truth but more broadly presenting oneself in a genuine way and acting in a sincere way; being without pretense; taking responsibility for one's feelings and actions
- **Kindness:** Doing favors and good deeds for others; helping them; taking care of them
- **Accountability:** Owning your mistakes, apologizing, and making amends
- **Teamwork:** Working well as a member of a group or team; being loyal to the group; doing one's share
- **Fairness:** Treating all people the same according to notions of fairness and justice; not letting feelings bias decisions about others; giving everyone a fair chance
- **Respect:** Treating all people with appreciation and dignity; showing humility, sensitivity, honesty, and integrity, and being cooperative and considerate for the feelings, wishes, rights, and traditions of others

Value	LDSD	PAC*	SAC**	Avg.	Strength	LDSD %	PAC %	SAC % (HS, MS)	Avg.%
Honesty	31	4	7	43.30	Teamwork	67	21	65.7, --	61.30
Kindness	22	9	8	40.20	Honesty	65	27	77.1, 76.1	61.05
Accountability	24	6	6	37.11	Kindness	63	22	68.6, 69.6	55.80
Respect	11	6	14	31.96	Fairness	47	12	85.7, 69.6	53.58
Integrity	13	13	4	31.93	Humor	55	21	57.1, 50.0	45.78
Fairness	11	6	--	18.56	Creativity	44	16	54.3, 76.1	47.60
Teamwork	12	--	--	12.37	Social Intelligence	39	16	60.0, 60.9	43.98

* PAC = Parent Advisory Council (PAC)

** Student Advisory Council (SAC)

**PNTA = Prefer not to answer

Pillar of Practice	Themes	Examples
General Equity Practices	Mitigating burnout and cultivating sustainable employees through capacity building	Negative media coverage impacting morale, school pride, and causing angst Celebrating strengths and recognizing staff and students Need competitive wages to retain staff and prevent burnout from having “full plates” due to staff and substitute shortages and increasing work demands Apprehensions with implementing new initiatives due to current time constraints and not having dedicated time to plan during the school day Our facilities were not well-maintained
	Comprehensive mental health professionals and systems	Need for more school-based mental health professionals to provide direct mental health support due to time constraints of counselors Teachers do not feel equipped to manage student emotions and conflicts and need additional training and resources to effectively collaborate and support wellness Staff wellness needs to be prioritized too
	Practicing equity, inclusion, and belonging	Celebrating differences to eliminate microaggressions, misogyny, racial slurs, and racist “jokes” Lack of staff cultural humility/responsiveness and limited experience and proximity to the various dimensions of diversity both in addressing discrimination and providing curriculum representative of our diverse world “Be Kind” and “Not in Our Nest” initiatives not implemented with an equity, inclusion, and belonging mindset Diversified teacher staff with race and non-LD graduates

Key Findings: General Equity Practices

“We need to make educators, parents, and students feel valued and appreciated in real authentic ways (not superficial Band-Aids).”

--District Employee

The data gathered from the qualitative data and listening sessions speak to the lived experiences and perceptions of LDSO vested partners and the barriers they encounter. Therefore, it is imperative to identify the barriers and the opportunities they present to help cultivate a dignity-affirming environment.

Key Findings: Self-Awareness

"I would like us to learn how to respect each other and be kind to each other. I would like us to learn how to have difficult conversations. I would like us to learn that we can care about each and work towards a mutual goal even if we don't always agree. I would like us to trust each other that all of our intentions is to do what is best for kids. We all make mistakes, I would like us need to learn how to accept responsibility for them and then work harder to improve."

--District Employee

What emerged from the survey data and listening sessions spoke to the skills and factors needed to support student-system interactions that encourage everyone in the educational ecosystem to thrive.

Pillar of Practice	Themes	Examples
Self-Awareness	Developing effective social emotional skills to support positive relationships and collaborative problem-solving	Students exhibit negative behaviors that perpetuate drama and bullying that perpetuates "violent speech" Build staff and student empathy (put selves into others' shoes) of lived experiences; Leadership development; Whole-group in-service days; Trauma-informed care; Host family workshops; Train teachers on how to address social and emotional needs; Need for dedicated time for team building across departments and grade-levels Need for social-emotional learning, relationship-building, and conflict resolution skills to effectively navigate courageous conversations and mitigate retaliation and hostility for addressing concerns Convening of committees feels like the district is just "checking a box" as it does not lead to collaborative problem-solving and perpetuates the status quo
	Fostering a community of learners	Ensure each student is a member of a (student led) club that meets during the school day Humanize the student experience through narrative storytelling that allows others to develop empathy and put themselves in another person's shoes Lack of faculty engagement during in-service trainings and the need to effectively train staff to utilize new processes with fidelity Training (especially on diversity, equity and inclusion) - both for admin and our teachers.

Key Findings: Data Practices

"If we don't have a commitment to values, ethics, morals nothing else matters. There is a dangerous amount of group think that protects the status quo here. We must prioritize, on every level, a commitment to values, ethics, and morals that promote a healthy and safe learning environment for our students and also for our staff. A strong redefining of principles needs to bring out an iron-clad level of messaging to the staff and to the public. Bigotry, discrimination, and all the other depraved things that come along with sweeping problems under the rug need to be called out and not tolerated. People who cannot uphold basic ethical values should not be in education. the work is too important. the safety of the kids is too important."

--District Employee

The perceptual data provided from the survey respondents provides insight into beliefs about the quality of the education students and the school environment in which they navigate. Additionally, school practices and procedures regarding empirical and perceptual data support data-based decision making.

Pillar of Practice	Themes	Examples
Data Practices	Communicating a shared mission, vision, and values to maintain transparency and consistency	The need for accessible and visionary leadership that "invests purposefully in this work...as an opportunity to strengthen our district and grow together" Operationalizing Falcon Pride, "Be Kind," and "Not in Our Nest" Establishing a clear vision through effective and consistent communication to facilitate transparency. Improve morale, and provide insight into new directions We have not had a real sense of direction in a long time. Better communication between district and community and between administration and staff swift and appropriate actions by staff, accountable consequences for staff and students We will have large initiatives, but it is rare that we follow things through to fruition.

Pillar of Practice	Themes	Examples
Family & Community Engagement	Leveraging external partnerships	Utilize the Parent Advisory Council (PAC) to build strong family-school-community partnerships to support belonging Create community events and trainings Exploration of grant funding to support our students make a community initiative without putting the pressure solely on teachers and faculty to be responsible for making the change I think that the parents in the community need to come together to help create this shift. Kids are coming into the schools saying homophobic, racist, misogynistic things - is it because they're hearing these things at home? The only way we can create long-lasting change is to get the whole community involved.

Key Findings: Family & Community Engagement

"It take a village and everyone coming together to get through tough times. Our district is lucky to have a great village/community supporting us and wanting to see us do what is best for all kids."

--District Employee

Based on the strengths identified by respondents, the community is a unique asset reported by many. The family and local community are important vested partners when assessing district strengths and needs. Thus, leveraging external partnerships must include partnerships that speak to the emerging core value of accountability and how this can be exemplified through this teamwork approach between the district and families.

Key Findings: Academic Equity

"Pride in the school - teachers, staff, and students. Better the PRIDE program that is in existence - ask ourselves - are we focusing on the right words, are we teaching kids what these words/concepts are....it was originally developed to highlight students who are not athletes, scholars, etc. who don't already get recognition - it has gone a different direction."

--District Employee

Methods to ensure classrooms utilize culturally responsive and sustainable practices to meet the needs of every student is the cornerstone of Academic Equity. Respondents spoke to the need for stronger collaboration between regular education and special education teachers, especially in terms of strong Tier 1 interventions.

Pillar of Practice	Themes	Examples
Academic Equity	Implementing tiered levels of support	Revision Falcon PRIDE to align with [Positive Behavior Intervention Support (PBIS) and/or Multi-Tiered Systems of Support (MTSS)] and leverage student voice to make it meaningful Strengthen Tier 1 classroom-based interventions and rely on data-based decision making to inform decisions for special education services Stronger collaboration between special and regular education staff to develop effective intervention processes Developing or purchasing a comprehensive K-12 curriculum for social studies at the elementary level Participation in an MTSS [and/or Response to Intervention (RTI)] process across the district-formally, not what we consider it now-to help address ALL areas-academic, social, emotional, behavioral. We need a research-based, easy to use, and staff supported SEL program K-12.

Pillar of Practice	Themes	Examples
Disciplinary Equity	Accountability through clear and consistent disciplinary policies, practices, and procedures	Inconsistency in following and addressing rules and expectations for both staff and students Need for more assertive administration and clear guidelines on what constitutes hateful actions and speech to hold all accountable Take appropriate action and develop necessary skills to effectively address hateful actions and speech less disruptive behavior from students inconsistency in following rules and expectations There are members of the faculty that believe these issues (racism and intolerance) have been here for a long time and have been brought to admins attention, but nothing has been done One of the biggest issues is that Lower Dauphin refuses to tell victims or the victims [sic] family how the person who has been verbally attacking the student is being held accountable. THAT MUST CHANGE. The school MUST be transparent!

Key Findings: Disciplinary Equity

"They need to communicate clear guidelines on what constitutes hateful actions and speech and hold all accountable. Get community buy-in: until students and adults are held accountable, then the climate will not change."

--Parent/Caregiver

Educational institutions are a microcosm of the community in which they reside. It is imperative for the district to examine its disciplinary practices for consistency and disproportionality to mitigate inequitable disciplinary practices and ensure accountability.

Key Findings: 2021 PAYS Survey

- Overall, 22.1% of students indicated experiencing bullying from fall 2020 to fall 2021 (compared to 23.2% of students at the state level). Students who indicated experiencing bullying from this period reported “the way I look [clothing, hairstyle, etc.]” (40.8%), “some other reason” (37.3%), and “my size [height, weight, etc.]” (32.0%) were the most frequent reasons they were bullied.
- Suicide is the second leading cause of death for youth between the ages of 10 and 24. Based on the PAYS, the most common depressed thought was “at times I think I am no good at all,” reported by 36.7% of students, with 9th graders reporting 45.6% (state average 41.6%) and 12th graders reporting 42.4% (state average 41.0%). Additionally, 37.4% of students reported they felt sad or depressed MOST days in the past 12 months, with 10th graders reporting 47.9% (state: 43.8%) and 12th graders reporting 43.7% (state: 43.7%). Overall, 17.1% of students had seriously considered attempting suicide, compared to 18.6% of students at the state level. The 10th graders reported seriously considering attempting suicide at 23.6% which is higher than the state average of 21.4%. This grade also reports the highest percentage of those who planned suicide (20.3% and state at 17.1%) and those who have made one or more attempts of suicide (12.7% and state at 12.2%). All these trends for 10th graders are increasing. Seniors reported a decrease of 5.4% from the 2019 year with 21.6% currently reporting seriously considering suicide.
- Based on grade level perceptions, 6th graders reported the highest risk factors in Parental Attitudes Favorable Toward Drug Use; Parental Attitudes Favorable Toward Antisocial Behavior; and Academic Failure. The protective factors that may need intervention include: Rewards for Prosocial Involvement, Family Attachment; Opportunities for Prosocial Involvement; and Belief in the Moral Order.
- Risk factors for 8th grade that should be considered for prevention planning include: Parental Attitudes Favorable Toward Antisocial Behavior; Academic Failure; Low Commitment Toward School; and Perceived Risk of Drug Use. In terms of protective factors, areas of intervention include: Rewards for Prosocial Involvement, and Opportunities for Prosocial Involvement.
- The district’s 10th graders perceptions indicate the greatest areas of need in the following risk factors: Parental Attitudes Favorable Toward Drug Use; Parental Attitudes Favorable Toward Antisocial Behavior; Low Commitment Toward School; Attitudes Favorable Toward Drug Use; Attitudes Favorable Toward Antisocial Behavior; and Depressive Symptoms. Protective factors that could use intervention include: Opportunities for Prosocial Involvement and Belief in the Moral Order.
- Lastly, 12th graders reported the highest risk factors in Parental Attitudes Favorable Toward Antisocial Behavior and Depressive Symptoms. Protective factors that need support include: Family Attachment and Rewards for Prosocial Involvement.

Key Findings: 2021 PA School Climate Survey

Regardless of gender or race, high school students reported unfavorable perceptions of Social Emotional Learning (SEL; 2.47). Notably, students who identify as American Indian ($n = 30$) reported the lowest score for SEL (2.19) and Student Support (2.35). Black students ($n = 34$) reported an SEL average of 2.37, Hispanic students ($n = 69$) reported an SEL average of 2.42, Multi-Racial students ($n = 30$) reported an SEL average of 2.23 (Student Support score of 2.43), White students ($n = 696$) reported an SEL average of 2.47, Asian students ($n = 45$) reported an SEL average of 2.28. The SEL average was only favorable for 9th grade (2.51).

Respondent	Student Engagement and Support	Social Emotional Learning	Safe and Respectful Climate	Total Average
LDHS	2.70	2.47	2.94	2.71
LDMS	2.85	2.75	3.09	2.90
Elementary Schools	3.29	3.45	3.20	3.36
Staff	3.19	2.76	3.34	3.13
Parents/Caregivers				3.37

Green (3.4 and above) = Agreeable to...

Red (2.5 and below) = Contradiction to...

Overall, high schoolers reported they are “usually bored” in classes (Multi-racial 1.87; Asian 1.96; Black 2.03, Hispanic 2.09; American Indian 2.10; White 2.16).

Overall, middle schoolers reported unfavorably that “a counselor at this school has helped me plan for life after high school” (Overall 2.33; Black 1.97; White 2.31; Asian 2.33; American Indian/Pacific Islander 2.38; Multi-racial 2.44; Hispanic 2.54) as well as “I am usually bored in my classes.” (Overall 2.30; American Indian/Pacific Islander 2.00; Black 2.03; American Indian/Pacific Islander 2.10; Hispanic 2.16; Multi-racial 2.31; White 2.32; Asian 2.48). Additionally, American Indian/Pacific Islander ($n = 40$) students do not believe “adults in this school apply the same rules to all students equally” (2.45) while Black students ($n = 34$) share the same belief (2.38). Notably, Black students are the only subgroup that rated unfavorably that their teachers “really care” about them (2.26), while American Indian/Pacific Islander students believe teachers “treat some students better than other” (2.35).

Middle schoolers reported “Students at this school are often teased or picked on” (2.49). Moreover, Black students were the only subgroup to rate that students do not treat one another with respect (2.47). Overall, the students reported that they feel safe in school and in their classes.

Overall, the elementary school respondents rated the SEL domain favorably (3.45).



Recommendations: General Equity Practices

Mitigating Burnout and Cultivating Sustainable Employees through Capacity Building

1. Conduct a compensation analysis with a job analysis of each position and update job descriptions to reflect the actual work those respective positions accomplish.
2. Develop a staff and student recognition process that aligns with the emerging core values
3. Prioritize Price School facility repairs and maintenance
4. Contact Irene Reedy, Capital IU 15 School Climate Regional Coordinator (SCRC) at ireedy@caiu.org or 717-732-8400 x8069 for support implementing a five-stage school climate improvement process
5. Consult with the Pennsylvania Training and Technical Assistance Network (PaTTAN) to [customize professional development and technical assistance](#).

Comprehensive Mental Health Professionals and Systems

1. Invest finances in additional in-school mental health professionals. Invite secondary mental health professionals to scheduled consultations with [Effective School Solutions](#), [Laurel Life](#), and [Care Solace](#) to determine how each provider can address building-level needs and how soon they can be implemented

Practicing Equity, Inclusion, and Belonging

1. Utilize the following resources to guide administration and staff in sustaining equity: [Time to Act: How School Superintendents keep Equity at the Center of Their Leadership](#), [Colorado Equity Toolkit for Administrators](#), [Equity Literacy for Educators: Definitions and Abilities](#), and [Ten Commitments for Equity-Literate Educators](#), and [General Equity Practices \(pa.gov\)](#)
2. Provide targeted students with safety plans to address discrimination concerns and to promote belonging (e.g., Muslim, transgender)
3. Utilize the findings of the independent investigate to inform the gaps in providing direct and swift action for addressing racism, discrimination, harassment, and bullying. The current process can be improved by modeling after the Washington Office of Superintendent of Public Instruction "[Complaints and Concerns About Discrimination](#)" and [process](#) to include a trusted staff member the student identifies and a written response to the findings of the compliant
4. Inventory the list of trusted staff members from survey responses and invite each member to be on their respective building-level team
5. Consult with Dr. Sessoms to establish priorities for recruiting, hiring, and retaining culturally responsive, compassionate, and diverse educators and staff.
6. Partner with Communities that Care, building level PTOs, and staff to develop a district and building level new family inclusive welcoming process



Recommendations: Self-Awareness

Developing Effective Social Emotional Skills to Support Positive Relationships and Collaborative Problem-Solving

1. Utilize [“A School Guide to Developing an Action Plan for Students Who May be Bullied”](#) to support the development of a Tier 3 action plan to help ensure safety for the student being bullied and interventions for the student who may be bullying
2. Combine the high school [SPIRIT program](#) with the high school Student Advisory Council (SAC)
3. Partner with Communities that Care to assess the needs and impact of Club Ophelia, Ms. O, and Breaking the Boy Code
4. Have each student and staff member start the year taking their respective [VIA Institute on Character Survey](#) to identify their top five strengths. The district should register for the free [VIA Pro Dashboard](#) to streamline results for individuals or groups.
5. Develop an effective meeting process to facilitate collaboration and mitigate defensiveness and stalled work by relying on tools, such as the [DARCI Accountability Grid](#), The National Implementation Research Network (NIRN) [Implementation Team](#) concept, and the Prosci [ADKAR Model](#)
6. Create a Listening Sessions/Visibility Calendar to be intentional about district level administrators engaging with each building
7. The Safe and Supportive Schools & Mental Health Committee (SSSMHC) should be the primary facilitators of district-wide Social-Emotional Learning (SEL) implementation planning. A calendar with dedicated planning and strategizing time, along with a budget, should be provided to support the necessary efforts, as identified in the district strategic plan.
8. Rely on the expertise in the SSSMHC to organize a Calendar of Learning that emphasizes “The Habits and Dispositions of Emotionally Resilient Educators” (Aguilar, 2018).
9. The following resources can support this emerging theme: [SEL Best Practice Resources](#), [SEL to Advance Equity](#), [SEL as a Lever for Equity](#), [PACER’s National Bullying Prevention Center](#), [Harvard Graduate School of Education’s Making Caring Common Project](#), and [Career Ready Skill Implementation](#), and [Self-Awareness \(pa.gov\)](#)

Fostering a Community of Learners

1. Partner with [Advoz](#) to support the district in conflict resolution and restorative practices
2. District and building-level administrators enroll in the 12-week [Equitable Education for All Students: Why Leadership Matters](#) hybrid PA Inspired Leadership course as a cohort
3. Consult with [Dr. Perri Rosen](#), Project Director for the Garrett Lee Smith Youth Suicide Prevention Grant to plan for district-wide QPR Institute training
4. Create [Avedium](#) clubs at every school building and train high school mental health ambassadors in [More Than Sad: Teen Depression](#) and/or [Teen Mental Health First Aid](#)
5. Partner with Advoz’s trained facilitators, [Teatro Paloma](#), and [Disrupt Theatre Company](#) to humanize the student experience and engage staff in facilitated dialog
6. Revisit the current Professional Development (PD) calendar to provide more balanced learning opportunities (i.e., district-wide in-services and aligning with strategic direction)
7. Each building should dedicate time per cycle for relationship building, SEL skill development, and adult mentorship (i.e., Flex Time)
8. Pennsylvania Department of Education (PDE) provides additional resources for [Self-Awareness \(pa.gov\)](#)

Recommendations: Data Practices

Communicating a Shared Mission, Vision, and Values to Maintain Transparency and Consistency

1. Gain district-wide consensus on the emerging core values of honesty, kindness, accountability, teamwork, fairness, and respect
2. Collect four (4) types of data: student learning, school process, perceptual, and demographic data to assess progress with multiple measures
3. Audit the district [Threat Assessment](#) process and develop a clear and consistent process that everyone knows. The following resources can help: [Behavior Threat Assessment and Management \(BTAM\)](#); [The Comprehensive School Threat Assessment Guidelines \(CSTAG\)](#); and the [Pennsylvania Commission on Crime and Delinquency \(PCCD\) School Safety and Security Committee Model K-12 Threat Assessment Procedures and Guidelines](#), and [Article XIII-E](#)
4. Audit the district [Youth Suicide Awareness and Prevention Policy](#) and develop a clear and consistent process that everyone knows. The following resources can help: [Model School District Policy on Suicide Prevention: Model Language, Commentary, and Resources](#), and [Act 71](#)
5. Maintain a minimum of monthly newsletter communication and consult with a branding and marketing agency like [Twothirty Media](#) to build capacity for communication needs. Continue to use the district's [Equity, Inclusion, and Belonging webpage](#) to keep the public informed.
6. Utilize the findings and recommendations of this report to identify characteristics needed in the next superintendent and ensure the search process identifies these needed characteristics
7. Livestream and save board meetings and rotate board meetings through every building where students reside
8. Create an equity, inclusion, and belonging (EIB) dashboard and annual EIB Transparency reports. These resources provide data on disproportionality: [ProPublica's Miseducation site](#) and [Civil Rights Data Collection](#)
9. Build staff capacity in the elementary schools to support student growth and mitigate learning loss and increased emotionality during COVID-19
10. Tie administrator and staff observations to the district, vision, mission, and values
11. Pennsylvania Department of Education (PDE) provides additional resources for [Data Practices \(pa.gov\)](#)



Recommendations: Family & Community Engagement

Leveraging External Partnerships

1. Leverage Parent Advisory Council (PAC) to develop school-sponsored community events for [Youth Mental Health First Aid](#) and [iMPACTFUL](#) mental health film for schools
2. Partner with PAC to support school-based parent participation
3. Engage PAC and Student Advisory Council (SAC) in the upcoming district strategic planning process
4. Apply for grants from [Pennsylvania Commission on Crime and Delinquency \(PCCD\)](#) to fund partnerships with community-based organizations
5. Partner with [Communities that Care](#) to determine how their work supports these findings
6. Pennsylvania Department of Education (PDE) provides additional resources for [Family/Community Engagement \(pa.gov\)](#)

Recommendations: Academic Equity

Implementing Multi-Tiered Systems of Support (MTSS) within Inclusive Instruction

1. Rely on the Student Assistance Councils (SACs) to gain further insight into the pervasiveness of students being bored in the classroom to support [student engagement](#)
2. Partner with [PaTTAN MTSS consultants](#) and Positive Behavior Support (PBIS) [Regional Facilitators](#) to support Implementation Teams. The [Culturally and Linguistically Responsive \(CLR\)–Response to Intervention \(RTI\) Fidelity Rubric](#) can support teams
3. The [Comprehensive, Integrated, Three-Tiered \(Ci3T\)](#) model of prevention helps inventory the district's evidence-based practices in academics, Social Emotional Learning (SEL), and PBIS through all three tiers of support
4. Collaborate with the SACs to revision Falcon PRIDE or revamp into a new school-wide expectation based on the emerging core values
5. Support English Learners by evaluating current practices. These resources can also support the work: [TNTP's framework for Supporting Multilingual Learners during the 2020-2021 School Year](#) and [R&D Center to Improve Secondary Education for English Learners](#)
6. Utilize [IMSTEM's STEM Equity Program Evaluation Rubric](#)
7. Utilize Steinhardt's [2023 Culturally Responsive English Language Arts Curriculum Scorecard](#), [Culturally Responsive-Sustaining STEAM](#), [The Great Lakes Equity Center's Assessing Bias in Standards and Curricular Materials](#), Tredyffrin Easttown School District's [Curricular Inquiry Process](#), and the Bechdel Test for gender representation and the DuVernay Test for racial diversity to ensure representation in literature
8. Inventory neighboring and comparable districts to identify the comprehensive K-12 curriculums they use can help staff feel more confident in their curriculum not being "developed in house."
9. The following resources can support this pillar: [IRIS Center](#), [What Works Clearinghouse](#), [Evidence for PA Resource Center](#), [A Multi-Tiered Approach to Bullying Prevention](#), and [Academic Equity \(pa.gov\)](#)



Recommendations: Disciplinary Equity

Accountability through Clear and Consistent Discipline Policies, Practices, and Procedures

1. Formulate a reporting mechanism and action plan to address the root cause of disproportionality using data (and data systems) to address discipline disproportionality
2. Analyze the findings of the independent investigation to inform the fidelity of current reporting practices and processes and if it leads to data-informed decision-making
3. Establish clear roles for school resource officers
4. Partner with PaTTAN State Systemic Improvement Plan (SSIP) to implement Check & Connect
5. Utilize Positive Behavior Support's (PBIS's) 5-Point Intervention Approach for Enhancing Equity in School Discipline to reduce discipline disproportionality
6. Send Code of Conduct letters to the family of victims to clearly communicate the general consequences of action of students (e.g., a Level 3 offense received this type of discipline)
7. Implement a behavior framework grounded in equity and Social-Emotional Learning (SEL) and framed through PBIS
8. Develop a tracking system to identify potential bullying across settings and active supervision in bullying "hot spots"
9. Utilize the Guiding Principles for Creating Safe, Inclusive, Supportive, and Fair School Climates and Disciplinary Equity (pa.gov) to support this pillar



Picture Source

Phase II (July 1, 2023 - April 30, 2024) Deliverables

- **Coordinate Implementation Teams** from existing or repurposed/expanded team to ensure fidelity and sustain capacity with Implementation Drivers that build knowledge, skills, abilities, and systematize using innovative practices. Team collaborative and/or mind mapping software will be utilized to support team innovation
 - **Identify eight (8) building-level teams** consisting of building or district administration, teachers, and support staff. Teams should be between three (3) to 12 people with a team lead or co-leads.
 - **Conduct two (2) accountability check-ins**, two (2) per building-level team
- **Facilitate monthly, 90-minute meetings with district-level team** consisting of team lead/co-leads, building administration, and district administration to identify internal barriers, promote effective solutions, and celebrate successes to stay focused on achieving the desired outcomes
- **Facilitate a four-hour training prior to start of 2023-2024 school year** to develop team-building, problem analysis, value alignment, common definitions, and innovative practices
- **Develop Implementation Drivers** for competency and organization
 - **Collaborate with Human Resources** to ensure hiring, onboarding, retention, and accountability measures are aligned with vision, mission, and values
- **Develop an Implementation Calendar** for identified staff and student trainings to develop, improve, and sustain ability to implement identified programs, practices, and external resources as intended. Based on needs and ESSER narratives, trainings are needed for "social emotional health" (e.g., QPR, Teen Mental Health First Aid, More Than Sad, Threat Assessment, Crisis Response) and therefore will most likely require additional funding.
- **Collaborate with external partners** to secure the resources needed to sustain the practices (i.e., systems intervention)
- **Create Implementation Scorecards within PDE's six (6) Equity Pillars of Practice** to coordinate the quality and timeliness of the capacity-building work needed and support the Implementation Team's leaders in their problem-solving challenges through RCA, precise problem statements, and SMARTIE goal development
- **Coordinate coaching and/or leadership development training** for district and building administration (i.e., PIL Equitable Education for All Students: Why Leadership Matters)

Phase II (July 1, 2023 - April 30, 2024) Deliverables (cont'd)

- **Facilitate 36, 45-minute, bimonthly Secondary-level SAC meetings** (a total of 18 bimonthly meetings per building) to identify impact of implemented programs and practices on student well-being and maintain continuous improvement and sustainability of Falcon PRIDE and the SPIRIT program
- **Facilitate ten (10), 60-minute monthly PAC meetings** to identify impact of implemented programs and practices on student well-being and maintain continuous improvement
- **Facilitate ten (10), 60-minute monthly Insight Conversations** with the (interim) superintendent to maintain communication and support of system-wide culture change by identifying the emerging issues that arise from engagement. An accompanying **Leadership and Learning Reflection Guide** will be updated continuously to reflect on takeaways.
- **Maintain a continuous feedback loop through meeting minutes (where applicable) and monthly direct communication** with board, (interim) superintendent, student, parent, building, district, regional, and state-level teams to ensure fidelity (i.e., facilitative administration)
- **Analyze PA School Climate Survey and Pennsylvania Youth Survey (PAYS) quantitative data with SAC, PAC, and other qualitative data** through cross sections and disaggregation to identify needs through RCA