

EASTON AREA SCHOOL DISTRICT DIVERSITY ALLIANCE

Subcommittee Action Plans

Subcommittee #1

Curriculum

Facilitator: Mr. Josh Ziatyk, Assistant Superintendent for District Operations and Services

Subcommittee #2

Recruit/Hire/Retain

Facilitator: Dr. John Burrus, Chief Human Resource Officer

Subcommittee #3

Culture and Climate

Facilitator: Mr. Michael Koch, Director of Secondary Education

Subcommittee #4

Discipline and Policing

Facilitator: Dr. Karen Trinkle, Director of Student and Community Services

Subcommittee #5

Professional Development

Facilitator: Ms. Tracy Piazza, Assistant Superintendent for Curriculum & Instruction

Subcommittee #6

Supports and Opportunities

Facilitator: Mrs. Kara Dufour, Director of Special Education

Subcommittee #1 Curriculum

Goal:

The subcommittee will create opportunities for teachers to reflect upon their own practice in regard to equity and social justice. In order to realize our goal, we will:

A. Develop questions for teachers, administrators, and students to begin discussion of equity within the classroom to create a framework for change.

B. Develop a list of resources that link research to a checklist for lesson design.

ACTION STEP (A)	PERSON(S) RESPONSIBLE	TIMELINE	DATA SET	EVIDENCE OF EFFECTIVENESS	RESOURCES NEEDED
Research current best practice regarding equity	Curriculum Subcommittee	August 2020 - June 2021 (ongoing)	Current educational literature/resources centered around equity Information from outside organizations dedicated to equity	Research and resources provided by micro-committees	Individual and team research results
Consult the experts on Lafayette College's Equity Council for an exemplar template	Mr. Bonilla	October 2020 - November 2020	Lafayette College past practice in equity efforts	Documented feedback from Equity Council	Scheduled meetings through Zoom
Micro-committee discussions on discovered resources and question proposals	K-5 Micro-Committee 6-12 Micro-Committee	October 2020 - June 2021 (scheduled meetings)	Written proposals and third party references	Shared documents and questions	Written proposals and third party references (Teaching Tolerance, PDE Equity Hub, etc.)
Develop questions for administrators and teachers to consider within their everyday practice	Curriculum Subcommittee	January 2021 - May 2021 (ongoing and future)	Question submissions provided by both micro-committees	Included in future: Observations (walk-through) Discussions	EASD Evaluation Forms Curriculum and instruction equity checklist

				Student learning objectives Professional growth plans	
Seek and compile initial feedback from EASD staff members	EASD Equity PLC Group (Pilot K-12) March E.S. Faculty Grade 3 Classroom Teachers (District-wide)	August 2021 (ongoing throughout school year) Meeting dates for PLC group Faculty and grade level meeting	Dialogue and documented feedback	Finished written product (July 2021)	Meeting time and cohorts
Share the proposed "Guided Introspection" questions with K-12 principal group	Mr. Gonzalez	February 2021 - July 2021 (K-12 principals)	Questions for Guided Introspection	Dialogue and feedback during principal meetings (three questions per session)	Meeting time
Share/introduce the Questions for Guided Introspection with all teaching staff	Building Administrators	April 2021 - May 2021	Questions for Guided Introspection and teacher feedback	Documentation that questions were introduced to staff members prior to the end of the 2020 - 2021 school year	Meeting time
Integrate the Questions for Guided Introspection into each building, and/or grade level, and/or content area meetings	Building Administrators	July 2021 - August 2021	Documented feedback from dialogue and responses to questions	Group and individual teacher feedback	Meeting time
Focused conversation with teachers on imagery examples (specific to equity) utilized in lessons taught/planning	Building Administrators	2021-2022 school year	Documented notes from conversations	Observations (walk-through) Discussions Student learning objectives Professional growth plans	EASD Evaluation Forms Curriculum and instruction equity checklist

Provide an opportunity for focused conversation with teachers/staff to ensure that there is a safe, impartial, appropriate and respectful environment when discussing issues of a sensitive nature	Building Administrators	Ongoing	Documented notes from individual and group discussions (i.e. grade level meeting)	Observations Meeting agendas Individual and/or group dialogue	Meeting time
Utilize the curriculum and instruction equity checklist to evaluate imagery in units of study (i.e. including referenced examples used to teach concepts)	Classroom Teachers	January 2021 - May 2022	Curriculum and instruction equity checklist	Observed/document modification/addition of imagery used in lesson and assessment design <i>(included in the EASD Curriculum Review and Renewal cycle)</i>	EASD Evaluation Forms Curriculum and instruction equity checklist
Targeted conversations with colleagues focusing on ways to ensure safe, impartial, appropriate and respectful environments when discussing issues of a sensitive nature with students and each other	Building Administrators Classroom Teachers	Ongoing	Documented feedback given to building administrators	End of year reflection	Conference time
Provide for student feedback and teacher reflection via student survey: (What meaningful topics would you like to see added into the school's curriculum that reflect your cultural and family background?)	Classroom Teachers Students	January 2021 - May 2022	Student survey results	Student survey results	Student survey
Seek feedback from secondary students focused on the District's ability to ensure safe, impartial, appropriate and respectful environments when discussing issues of a sensitive nature	Grade 6-12 Students	Ongoing	Student survey results	Student survey results Classroom teacher feedback	Student survey
Share principal/teacher feedback to micro-committees for	Building Administrators Curriculum Subcommittee	April 2022 - May 2022	Documented meeting notes	Finished report by micro-committee	Curriculum subcommittee

revision/expansion of the Questions for Guided Introspection					
ACTION STEP (B)	PERSON(S) RESPONSIBLE	TIMELINE	DATA SET	EVIDENCE OF EFFECTIVENESS	RESOURCES NEEDED
Research equity and social justice resources to share with all of EASD staff	Curriculum Subcommittee	August 2020 - June 2021 (ongoing)	Current educational literature/resources centered around equity Information from outside organizations dedicated to equity	Research and resources provided by micro-committees	Individual and team research results
K-12 principal discussion of resource recommendations	Building Administrators Mr. Bonilla	Ongoing (Periodically)	Resources submitted by micro-committees	Recommendation from K-12 principals	Research from micro-committees
Share/introduce the resource list with all teaching staff	Building Administrators	Ongoing (Periodically)	Resources submitted by micro-committees and discussed by K-12 principals	Dissemination method agreed upon by K-12 principals (i.e. newsletter, faculty meeting, etc.)	Research from micro-committees
Integrate the resources into lesson design	Classroom Teachers	September 2021 (ongoing)	Resources implemented	Teacher feedback EduPlanet	Meeting time
Share principal/teacher feedback to micro-committees for revision/expansion of resource list	Building Administrators Curriculum Subcommittee	May 2022	Documented meeting notes	Finished report by micro-committee	Documented feedback for curriculum subcommittee

Subcommittee #2
Recruit/Hire/Retain

Recruitment

Goal:

Increase external recruitment efforts

ACTION STEP	PERSON(S) RESPONSIBLE	TIMELINE	DATA SET	EVIDENCE OF EFFECTIVENESS	RESOURCES NEEDED
Develop college and university connections	Ms. Israel	End of January 2021	Starting March 2021	Completed List	Time, Website Info., College Contact information
Investigate a Teach for America partnership for minority candidate exposure	Mr. Bonilla	End of January 2021	TBD	Completed Contact List and Procedures	Time, Website Info., Contact information
Pursue invitations to any Minority Recruitment efforts colleges provide	HR Department	Ongoing	Starting April 2021	Attendance at or invitation to recruitment events	EASD HR Recruitment Team
Advertise with external community organizations from which EASD is seeking quality candidates—create EASD awareness conference (also in Spanish)	HR Department	Ongoing	Starting April 2021	Creation of Advertisement, Response data from the advertising efforts, Implementation of a Zoom session in Spanish	Zoom Sessions, Job Development programs, Regional programs for employment, PA Certification requirements
Develop resource packets to include information about the Easton and Lehigh Valley area	HR Department	Ongoing	June 2021	Resource Packet	Information and brochures from the Easton & Lehigh Valley

Hiring

Goal:

Enhance the onboarding process for both the candidates and the administration

ACTION STEP	PERSON(S) RESPONSIBLE	TIMELINE	DATA SET	EVIDENCE OF EFFECTIVENESS	RESOURCES NEEDED
Review and make recommendation on current interviewing procedure	Subcommittee	December 2020	January 2021	List of documents with comments List of suggestions	Outline – Forms – Procedure description
Create a document that outlines the employee on-boarding process	HR Department	March 2021	April 2021	Easton Area Human Resource Employment Process Manual	Committee Recommendations – Forms – Procedures – Interview Packet & Questions
Analyze employee and student data	Hire Micro-committee	April 2021		Chart of ethnic and racial breakdown of employees	Employee demographic information in aggregate form

Retain

Goal:

Retain qualified minority employees of diverse backgrounds in order to provide our extremely diverse population of students with role models who will serve as sources of support, inspiration, hope, and motivation for our children on their journey to success.

ACTION STEP	PERSON(S) RESPONSIBLE	TIMELINE	DATA SET	EVIDENCE OF EFFECTIVENESS	RESOURCES NEEDED
Review and revise the EASD Induction program to include more opportunities for inductees to interact with their mentors and with other employees of varied ethnic and racial backgrounds.	Central Office Committee	2021 - 2022 school year	quarterly	Inductees will be inculcated into the EASD school and local communities in such a manner that they became actively engaged in the in these two aforementioned communities and begin to make contributions to them	Personnel to plan quarterly social events for inductees Staff to unite diverse members of school and local communities to attend said events with inductees
Create an extracurricular activity that will attract our students to careers in education. The organization, "Educators Rising" begins to plant the seeds of interest in middle level students by involving them in "teacher assistant" activities in the elementary schools	Staff and Building Administration	2021 - 2022 school year	Ongoing	There will be an increase in the number of our EASD graduates seeking careers in education.	EPFED credits
Develop a program or partnership to "grow our own" future teachers by motivating minority students to return to our school community to teach and inspire future generations of students of diverse backgrounds	Staff and Administration	2021 - 2022 school year	Ongoing	There will be an increase in the number of our EASD graduates seeking careers in education and returning to the EASD as teaching staff.	Partnership Strategic Plan Supporters

Subcommittee #3

Culture and Climate

Goals:

- Develop a system of supports that allow staff and students to voice their concerns
- Develop a system to measure building/district climate, collect data, and determine interventions that improve the climate for all stakeholders
- Develop a programs that specifically support minority students and staff
- Create opportunities for minority students and staff to participate in decision making at all levels of the organization/school
- Design programs that highlight the accomplishments and contributions of minority staff and students
- Create opportunities for teachers, staff, and students to reflect on their own implicit and explicit biases
- Create opportunities for staff and students of different cultures and ethnicities to sit together and share life experiences
- Create a safe place for parents and students to express themselves to someone that is culturally competent
- Create trusting safe spaces for these hard conversations to occur and continue
- Create a space wherein students and employees of color are able to provide anecdotal data that will measure District progress in meeting its goal. Space will additionally allow for reflection and analysis of any issues in need of further consideration.

Culture and Climate Action Plan

Goal #1:

Develop a system to measure building/district climate, collect and analyze the data, and determine interventions to improve the climate for all stakeholders. (Engagement/Safety/Environment)

ACTION STEP	PERSON(S) RESPONSIBLE	TIMELINE	DATA SET	EVIDENCE OF EFFECTIVENESS
Research current equity resources, surveys, and support materials	Action Plan Team #1	January - February	Collection of research annotated in a hypertext document	Equity Research, Surveys, Website Resources
Review equity surveys and develop a set of surveys to conduct a needs assessment at the building level	Action Plan Team #1	January - February	Collection of surveys annotated in a hypertext document EASD climate surveys for parents, teachers, and students	Equity and Climate Surveys, Needs Assessment Examples
Research current interventions to be shared as examples for each school	Action Plan Team #1	January - February	Collection of research annotated in hypertext document	Equity Research, School Climate Resources, Equity Website Resources, PDE Resources
Develop a step by step process to conduct a needs assessment and determine interventions	Action Plan Team #1	February - March	Outline of step by step process for the needs assessment and intervention lists with descriptions	Needs Assessment Examples, Equity Websites, PDE Resources
Create a toolkit/manual putting together the needs assessment process, surveys, potential interventions, and recommendations for building an equity team	Action Plan Team #1	February - March	EASD Equity Toolkit containing needs assessment procedures, surveys, intervention resources, team building information, supplemental materials, and additional guidance	Equity and Climate Surveys, Needs Assessment Examples, Equity Research, Website Resources

Goal #2:

Develop a resource guide for our schools that focuses on equity, shared leadership, ideas for recognition of minority staff and students. Create a quarterly newsletter to highlight the various accomplishments of our district and best practices around building anti-racist schools.

ACTION STEP	PERSON(S) RESPONSIBLE	TIMELINE	DATA SET	EVIDENCE OF EFFECTIVENESS
Research current equity and school climate resources	Action Plan Team #2	January - February	Collection of research annotated in a hypertext document	Equity Research, School Climate Resources, Equity Website Resources, PDE Resources
Review sample resource guides. Determine the layout and median (Website, Hypertext, pdf, etc.) for developing the guide	Action Plan Team #2	January - March	A fully developed resource guide either online or digital to share with each school	GoogleSite, Sample Resource Guides, Kellogg Foundation
Create a list of ideas and categories to share out with schools across the district.	Action Plan Team #2	January - March	Section in the resources guide dedicated to ideas and interventions	School Climate Resources, Equity Website Resources, PDE Resources
Create a website and facebook page to highlight the various accomplishments and support materials for building anti-racist schools	Action Plan Team #2	February - March	Digital Newsletter/ Podcast	Sample Newsletter, Podcast Support, Staff and Student Input
Develop a process that can be mirrored in each school to allow minority staff and students to be heard on issues of concern	Action Plan Team #2	February - April	Resource guide	Examples, Minority Staff and Student Input
Develop networking opportunities for all schools to share their equity work and school climate ideas with a district level team on a quarterly basis	Action Plan Team #2	March - April	Networking guide and planned networking events	Professional Development Time, Supplemental Materials

Subcommittee #4

Discipline and Policing

Discipline and Policing Action Plan

SWOT Analysis for Goal Planning and Action Steps

Discipline & Policing Vision, Goals, and Action Steps

As a committee in a district working towards **anti-racism** we commit to the following goals so that all students feel safe, welcomed, and supported:

- Identify any patterns of racial disproportionality in disciplinary referrals and exclusionary discipline in the Easton Area School District.
- Promote an awareness of a multicultural/anti-racist school system by increasing awareness of the different faces of trauma within our school district by providing a safe space for students to disclose concerns regarding mistreatment / lack of sensitivity by staff members.
- Align Policing Practice in schools with School District mission & values, clarifying expectations, and develop policies and processes for addressing problem behavior exhibited by School Security and SRO/PD in schools.
- Develop a plan to systematically address the policies and practices that contribute to patterns of racial disproportionality including but not limited to the disciplinary referral process and exclusionary discipline.
- Develop a plan to monitor progress towards eliminating racial disproportionality and reducing behavioral referrals and exclusionary discipline

Goal #1:

Identify any patterns of racial disproportionality in disciplinary referrals and exclusionary discipline in the Easton Area School District.

ACTION STEP	PERSON(S) RESPONSIBLE	TIMELINE	DATA SET	EVIDENCE OF EFFECTIVENESS	RESOURCES NEEDED
Review national and state level data and empirical literature to identify expected trends in disproportionality	Action Plan Team #1	Completed	Referral and disciplinary data	Identify the district's goals in measurable terms (e.g., decrease the number of suspensions). Use the data to determine whether those goals have been met (e.g., was there a decrease in suspensions?)	Staff
Obtain and organize EASD data to conduct data analyses (District-wide and school based)	Action Plan Team #1	Completed	Referral and disciplinary data	Identify the district's goals in measurable terms (e.g., decrease the number of suspensions). Use the data to determine whether those goals have been met (e.g., was there a decrease in suspensions?)	Staff and Technical Support
Conduct qualitative measures (e.g., surveys and focus groups) to understand student and staff perspectives on patterns of disproportionality	Administration, Identified Staff, Action Plan Team #1	In progress	Results of survey compiled to increase awareness	Implementation of Professional development programming in cultural competence based upon survey outcomes	Technology and Staff
Complete data analyses investigating potential disproportionality in areas identified through research review	Action Plan Team #1	In progress	MOU and mission statement Arrest data	Identify the district's goals in measurable terms (e.g., decrease the number of suspensions). Use the data to determine whether those goals have been met (e.g., was there a decrease in suspensions?)	Staff
Complete data analyses investigating disciplinary action trends: district wide and building based	Action Plan Team #1	In progress	MOU and mission statement Arrest data	Identify the district's goals in measurable terms (e.g., decrease the number of suspensions). Use the data to determine whether those goals have been met (e.g., was there a decrease in suspensions?)	Staff
Present data to Diversity Alliance, community stakeholders, and administration	Discipline and Policing Committee Members	In progress	Referral and disciplinary data	Identify the district's goals in measurable terms (e.g., decrease the number of suspensions). Use the data to determine whether those goals	Staff

				have been met (e.g., was there a decrease in suspensions?)	
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Goal #2:

Promote an awareness of a multicultural/anti-racist school system by increasing awareness of the different faces of trauma within our school district by providing a safe space for students to disclose concerns regarding mistreatment/lack of sensitivity by staff member.

ACTION STEP	PERSON(S) RESPONSIBLE	TIMELINE	DATA SET	EVIDENCE OF EFFECTIVENESS	RESOURCES NEEDED
Trauma informed practices implementation for educators and support staff district wide	Action Plan Team #2 and Identified trained staff	In progress	Utilizing rating scales to all stakeholders	Growth and outcomes of Climate Survey	Access to training, Train the trainer
Training of Police Officers and School Security in Schools on Trauma Informed Practices	Action Plan Team #2 and Identified trained staff	In progress	Completion of trauma informed training	Trauma 101 and Trauma 102 Trauma 2.0	Access to training supports - EASD staff, IU20, Lehigh University Staff
Targeted focus on trauma informed practices at EAHS	Action Plan Team #2 and Identified trained staff	In progress	Climate Survey Data Focus Groups with Staff, students	Growth and outcomes of Climate Survey	Access to training supports - EASD staff, IU20, Lehigh University Staff
Collaborate with the Sub Committee Teams to provide a collaboration on Trauma Informed Resources to develop appropriate training to staff	Discipline and Policing Committee Members	In progress	Data on number of people trained. Data from Climate Survey to share out to staff (students, staff, families)	Growth and outcomes of Climate Survey Number of training opportunities pushed out to EASD Staff that focus on trauma	EASD Staff
Utilization of appropriate avenues for advocacy to increase awareness to address the perception that BISOC are low SES, behave badly, lack motivation and accountability for school success	Discipline and Policing Committee Members	Ongoing	Climate Survey Focus Groups Professional Development opportunities for staff around issues of race,	Growth and outcomes of Climate Survey Number of training opportunities pushed out to EASD Staff that focus on issues of race, equity and perception Number of staff that attend training opportunities	Access to trainings/professional development

			equity and perception		
Embed and engage the educational component of reflective practices for staff regarding response to student behavior	Discipline and Policing Committee Members and Identified Trained Staff	Ongoing	Climate Survey Focus Groups Discipline data (looking at markers for interventions utilized in the referral) Professional Development opportunities for staff around issues of intervention and de-escalation	Growth and outcomes of Climate Survey Number of training opportunities pushed out to EASD Staff that focus on reflective practices Number of staff that attend training opportunities	Access to training supports - EASD staff, IU20, Lehigh University Staff
Parent newsletter and Staff Newsletter	Discipline and Policing Committee Members - Action Plan Team #2	Distributed and ongoing	Number of newsletters distributed Areas that are covered in the newsletters	Stakeholder groups that are distributed the newsletter	Discipline and Policing Committee Members - Action Plan Team #2 and Staff
Increase communication with parents/community to provide assistance and support	Discipline and Policing Committee Members and all stakeholders	Immediate and ongoing	To be determined	To be determined	Discipline and Policing Committee Members - Action Plan Team #2 and Staff

Goal #3:

Align Policing Practice in schools with School District mission/values, clarifying expectations, and develop policy/process for addressing problem behavior exhibited by School Security and SRO/PD in schools.

ACTION STEP	PERSON(S) RESPONSIBLE	TIMELINE	DATA SET	EVIDENCE OF EFFECTIVENESS	RESOURCES NEEDED
Assess if the role of SROs aligned with the mission statement of the school district and individual school community	Action Plan Team #3 - Identified EASD Staff	Fall 2021	Review of strategic goals	Memorandum of understanding and school mission statement - is there consistency in language?	EASD Law Enforcement/Security collaboration and Identified EASD staff
Identify how SROs and security are currently used	Action Plan Team #3 - Identified EASD Staff	Present and ongoing	Review of strategic goals, professional development needs, and curriculum changes	Does the role of SROs in terms of daily actions match this agreement? Are administrators and teachers enlisting the assistance of SROs as outlined?	EASD Law Enforcement/Security collaboration and Identified EASD staff
Conduct interviews with Administration, students and staff	Action Plan Team #3 and Identified Administration	Fall 2021	Transcripts of interviews from administration, students and staff 3-4 interviews held per school year Key Question: How can we make better use of police and SROs to be preventive?	Compare coded data from interviews throughout the year	EASD Law Enforcement/Security collaboration and Identified EASD staff
Sharing of positive stories of taking on Restorative Approach from Police	Action Plan Team #3 and Identified SRO/Security	Fall 2021	Transcript of Positive Stories Observational evidence of implementation and use of restorative	Utilize the outcome data to reveal the impact of SROs in schools generally and across different groups of students within schools. Question what accounts for this impact.	EASD Law Enforcement/Security collaboration and Identified EASD staff

Create clear guidelines for school staff and SRO to identify the most appropriate ways to include law enforcement	Action Plan Team #3, Administration, and Identified SRO/Security	Winter 2022	Compare and contrast the orientations of and toward SROs in schools that are predominantly White and in schools in racially oppressed communities - Question what factors might account for these differences.	Compliance to developed District Wide Program and Procedure	EASD Law Enforcement/Security collaboration and Identified EASD staff
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Goal #4:

Develop a plan to systematically address the policies and practices that contribute to patterns of racial disproportionality including but not limited to the disciplinary referral process and exclusionary discipline.

ACTION STEP	PERSON(S) RESPONSIBLE	TIMELINE	DATA SET	EVIDENCE OF EFFECTIVENESS	RESOURCES NEEDED
Use quantitative and qualitative data obtained by this committee to identify areas to focus interventions to reduce discipline disproportionality, disciplinary referrals, and exclusionary discipline	Discipline and Policing Committee Members	Ongoing	Referral and disciplinary data	Identify the district's goals in measurable terms (e.g., decrease the number of suspensions). Use the data to determine whether those goals have been met (e.g., was there a decrease in suspensions?)	Data and Staff
Review empirical literature to identify intervention and professional development that have been effective in addressing these areas	Discipline and Policing Committee Members	Ongoing	Empirical Literature and evidence based strategies	Evaluation empirical literature and the application of evidence based strategies Observation and Evaluation	Staff and assigned Professional Development time
Identify resources required and available to implement selected interventions/policy changes with high fidelity	Discipline and Policing Committee Members and Identified Staff	Ongoing - strategic focus Fall 2021	Empirical Literature and evidence based strategies	Identify the district's goals in measurable terms (e.g. decrease the number of suspensions). Use the data to determine whether those goals have been met (e.g. was there a decrease in suspensions?)	Interdistrict/departmental collaborations
Implement intervention strategies	Discipline and Policing Committee Members and Identified Staff	Fall 2021 - Winter 2022	Evidence Based Strategies	This step will likely become additional goals and action steps as this committee evolves.	Accountability, Staff, and support

Goal #5:

Develop a plan to monitor progress towards eliminating racial disproportionality and reducing behavioral referrals and exclusionary discipline.

ACTION STEP	PERSON(S) RESPONSIBLE	TIMELINE	DATA SET	EVIDENCE OF EFFECTIVENESS	RESOURCES NEEDED
Identify a subcommittee responsible for monitoring data yearly and preparing a report on progress	Identified EASD Staff	2021	Referral and disciplinary data	Identification of subcommittee as defined	Staff and identified time
Standardize collection of referral and disciplinary data across the district to allow for accurate analysis of discipline data	Identified EASD Staff	2021	Referral and disciplinary data	Standardized, comprehensive data collection process	District procedure and database - Collaboration with Administration
Authentic dialogue with administration and staff regarding behavioral referrals and exclusionary discipline	Identified EASD Administration and Staff	2021-2022 school year	Referral and disciplinary data Annual review of disciplinary and referral data	Reflective conversation based upon data collection Integration into building Professional Development and faculty meetings	District procedure and database - Collaboration with Administration

Subcommittee #5

Professional Development

Professional Development Committee Mission Statement:

To provide/support high quality professional development opportunities for all EASD employees so that the Easton Area School District is not only an anti-racist District but also a District in which everyone is valued equally and our differences are embraced and celebrated as a strength of the District.

Critical Definitions:

1. **Anti-racism** - Anti-racism refers to a form of action against racial hatred, bias, systemic racism, and the oppression of marginalized groups. Anti-racism is usually structured around conscious efforts and deliberate actions to provide equitable opportunities for all people on an individual and systemic level.
2. **Anti-racist** - a person who opposes racism and promotes racial tolerance.
3. **Inclusive environment** - A work environment that makes every employee feel valued while also acknowledging their differences and how these differences contribute to the organization's culture and business outcomes.

Goal:

To share the EASD working definition of Anti-racism, Anti-racist and Inclusive Environment with all stakeholders

ACTION STEP	PERSON(S) RESPONSIBLE	TIMELINE	DATA SET	EVIDENCE OF EFFECTIVENESS	RESOURCES NEEDED
Create posters of the definitions for the district and community buildings	Central Office and HS Visual Arts Class and community partners	May 2021	N/A	Visual representation of the definitions and proclamation	Poster material
Provide all stakeholder with the definitions of Anti-Racism, Anti-racist and Inclusive Environment	Diversity Alliance PD Committee Building Administration	May 2021	N/A	Visual representation of the definitions	Committee approval of definitions
Include definitions on our Diversity webpage	PD Committee Team member	May 2021	N/A	Visual representation of the definitions	Access to edit webpage
Highlight the District Anti-racist resolution by displaying it in prominent places throughout the district and community	Provided by PD Committee to Principals and community partners to display	July 2021	N/A	Visual representation of the definitions and proclamation	Posters Community Partnership

Goal:

To create a continuum of equity based learning objective to serve a standardized, minimum learning experience for all staff

ACTION STEP	PERSON(S) RESPONSIBLE	TIMELINE	DATA SET	EVIDENCE OF EFFECTIVENESS	RESOURCES NEEDED
Research and select critical concepts needing to be taught in order to become an anti-racist, inclusive environment	PD Committee	Summer 2021	The comprehensive use of resources	Outline of concepts to be included on the continuum	Primary source documentation Info. from experts in the field
Meet with other Diversity Alliance committees to survey critical topics from their team lens	PD Committee	April - June 2021	Discussion notes	Note and inclusiveness of the final document	Time
Meet with building administration to survey critical topics from their perspective	PD Committee	April - June 2021	Discussion notes	Note and inclusiveness of the final document	Time
Create the learning continuum and have it approved by the Diversity Alliance Advisory team	PD Committee	Summer 2021	The complexity and scaffolded nature of the document	Completed document with scope and sequence implementation timeframes	Research and feedback
Create PD resources and Module to support the learning continuum	PD Committee	Summer 2021 Ongoing	Research/feedback from preparatory work	Comprehensive and differentiated repository of training resources	Knowledge of differentiated delivery/presentation models
Implementation of the learning continuum	Building Administration	Fall 2021	Document and Resource repository	Walk throughs Survey PGP reflection and discussion	Time and assessment

Goal:

Contribute to a district reference guide of commonly used equity terms and definitions in order to have a shared understanding of equity based vocabulary.

ACTION STEP	PERSON(S) RESPONSIBLE	TIMELINE	DATA SET	EVIDENCE OF EFFECTIVENESS	RESOURCES NEEDED
Add terms and definitions to the shared document	PD Committee	Initial iteration June 2021 (on going)	August Inservice and beyond, curriculum revisions, student learning	Evidenced in conversational context, curriculum map, lesson plans Admin Walkthroughs	Glossary of Terms
Monitor the document for redundancy and consistency	PD Committee	Ongoing	N/A	Document remains current. Changes and inconsistency communicated to stakeholders	The document and access to/process for sharing out changes
Develop opportunities to highlight key vocabulary, across all stakeholder groups, as a means of keeping the concepts to the fore	PD Committee	Ongoing	Weekly word/concept of the week district wide	School and classrooms participating in the activity, extension of leaning evidence during Admin Walkthroughs	A schedule of words or phrases to be shared
Included this resource as part of the new staff induction training and annual “restart” training	PD Committee and HR	Annually	Provided and review an all new staff and “restart” trainings	Conversation held during trainings	The reference guide and guiding questions

Goal:

Support the development of a reference guide of cultural etiquette, norms, holidays and celebrations and provide opportunities to utilize the information in our professional development conversations

ACTION STEP	PERSON(S) RESPONSIBLE	TIMELINE	DATA SET	EVIDENCE OF EFFECTIVENESS	RESOURCES NEEDED
Review Holiday Calendars to identify the initial list of events to include.	PD and other diversity alliance committee members	September - November 2021	Multiple calendars to reference	List of compiled holidays and celebrations	Google Calendar Other resources
Contact local entities, interview people to identify any other events that may need to be added to the list (places of worship, cultural organizations ...)	PD and other diversity alliance committee members	September - November 2021	List of district and community contacts Outline of inquiry questions	List of contacts/resources use during the research process	Contact information time
List of holidays/celebrations and norms that are observed/present within EASD with a focus on being culturally sensitive	PD committee and staff with knowledge	November 2021	Document of local information	Identify demographics per building	PowerSchool Demographic Info District List of holidays/celebrations
Research the events and complete documentation. May include sample activities for teachers to use.	PD Committee	December - February 2021-2022	Documentation of learned information related to norms, holiday and celebrations	Completed resource	Resources time
Develop a template of learning for the each norm, holiday or celebration as resource for trainings	PD committee and staff with knowledge	March - April 2022	Template of talking point	Completed template	Time to collaborate
Develop training modules to be used related to the aforementioned topics - maybe a video or a Google slide that can be shared.	PD Committee	April - July 2022	Creation of learning modules	Learning modules completion	Time Technology Eduplanet21
Include the overview of events in the annual equity training at the beginning of the year and share resources that are available.	PD Committee	Ongoing	Discussion points	Agenda Item	Meeting date

Goal:

To create a reference library of PD training resources, prompts, modules etc. that administrators can pull from as they plan learning opportunities for his/her staff.

ACTION STEP	PERSON(S) RESPONSIBLE	TIMELINE	DATA SET	EVIDENCE OF EFFECTIVENESS	RESOURCES NEEDED
Create a template of the formation of a new school-based Equity Committee. (Elise and Sean have the base for this)	PD Committee	Fall 2021	Resource and conversation	The completion of the document	Research and experience of team members
Complete Spreadsheet with resources (different tabs for different focal points) and explanation of resources for building Admin to share with teachers	PD Committee	To be created by summer 2021 Ongoing	August 2021 first week back for teachers and staff	Admin per building varies: Could have teachers fill out google form as an exit ticket stating what was learned from their chosen resource and how it can be applied in their classroom (data)	Elementary Secondary Administration
Create a repository of resources for PD team members to attend.	PD Committee Central Office	Ongoing	Technology Notes	The availability of resources	Resources and access to technology
Offering teachers a variety of trainings	District and building level admin. PD Committee	Ongoing	Research Data Information to build content	Certificate of completion Share out info. with staff	Seminars Webinars PD trainings Learning modules
To contribute to the content and upkeep of the District Equity Webpage.	PD Committee Technology Department	Ongoing	Updated information and access webpage	Current data	Updated information
To attend equity seminars, webinars and training.	List of events and relevance	Ongoing	Time and financial resources	Attendance at meetings and sharing of acquired knowledge	Access to opportunities

Goal:

To support the training needs of the other equity teams.

ACTION STEP	PERSON(S) RESPONSIBLE	TIMELINE	DATA SET	EVIDENCE OF EFFECTIVENESS	RESOURCES NEEDED
Collect the training Ideas need of the other committee and validate the needs, timeline and provide the appropriate resources and support	Diversity Alliance Subcommittees	Initial Conversation Summer 2021	Needs assessment	PD trainings and how they are being implemented	PD sessions Podcasts Newsletters Webinars Equity checklist Learning Modules surveys
Periodic review with other Equity Subcommittees to determine new training	Diversity Alliance Subcommittees	Ongoing	Schedule time for Documentation Review	Update documentations, resources and learning modules	Subcommittee needs

Goal:

To provide/support equity training for all employees

ACTION STEP	PERSON(S) RESPONSIBLE	TIMELINE	DATA SET	EVIDENCE OF EFFECTIVENESS	RESOURCES NEEDED
Annual new hire training on district protocols for Equity. Must include all new hires across the organization, not just teaching staff.	Induction Committee Building admin. PD Committee	August Induction and as new staff is on boarded	District equity goals	Discussions Check ins Meetings Walk throughs	List of equity goals for district Walk through form
Annual "renewal" training for all staff on the district protocols.	Building admin. PD Committee	Ongoing	District equity goals	Espace/HR data collection tool	Access to accountability tool
Include mandatory training for all substitutes, coaches ..	PD Committee HR Team	Ongoing	District equity goals	Time Training modules Participation evidence	List of subs and support from ESA
Pop-up Trainings	PD and Technology Team	Ongoing	Topic and Concepts tie to current events	Training agenda and content, teacher accountability reflections	Topics Time

Subcommittee #6

Supports and Opportunities

Goal #1:

- A) To assess current policies and procedures determining identification of and enrollment in AP and Honors students to provide a model for implementation to increase the enrollment of African American & Hispanic students. This will include the transition of 5th graders to middle school course tracks.
- B) To assess current policies and procedures determining identification of and increase enrollment of African American & Hispanic students in gifted programming.
- C) To assess current policies and procedures determining identification of and reduce enrollment of African American & Hispanic students in special education classes due to behavior issues.

ACTION STEP	PERSON(S) RESPONSIBLE	TIMELINE	DATA SET	EVIDENCE OF EFFECTIVENESS	RESOURCES NEEDED
Determine the number of students in AP/Honors classes depending on race and ethnicity	Goal #1 Group	Completed	PS Data	Collection of data that identifies the demographic of students enrolled in AP/Honors classes.	PS Data
Develop a visible pathway for students/families to request consideration for honors/AP when selecting courses	Assistant Principals School Counselors Student representatives	August 2021	Outline step by step process that students/families can utilize	Increased enrollment of minority students in Honors and AP classes	Identify a point person (counselor at MS/HS)
Communicate to parents the ways they can request or discuss honors or AP classes	Assistant Principals and Guidance Counselors	August 2021	Organized information that will be presented to families	Increased enrollment of minority students in Honors and AP classes	Building Administration Guidance Counselors
Encourage teachers to counteract implicit bias in referrals to honors and AP classes	Coordinate with the Professional Development committee	Fall 2021	Equity research, supplemental materials, PD	Increased enrollment of minority students in Honors and AP classes	Coordinate with the Professional Development committee

Explore school-wide enrichment models	Gifted Staff School Psychologists	Fall 2021	Collaboration of gifted and regular ed teachers	An database of enrichment activities that can be incorporated throughout all schools	Professional Development time for Gifted Staff
Revise Easton's gifted manual to include more inclusive criteria that account for assessment bias	Kate Reilly Seth Laracy	Summer 2021	Collaboration of gifted teachers and school psychologists	Decreased disproportionality in gifted placement	Meeting with school psychologists to discuss
Obtain/review data on special education eligibility by ethnicity and disability category	Goal #1 Group	Completed	PS Data	Collection of data that identifies the demographic of students that qualify for special education services.	PS Data
Review the behavioral interventions available at elementary, middle, and high school and identify additional interventions that might reduce behavior problems resulting in special education qualification for behavioral issues	Coordinate with discipline and policing committee	Fall 2021	Behavioral intervention resources (list/description), supplemental materials	Professional development time Time to coordinate efforts with Discipline and Policing Committee	Survey for counselors and school psychologists Provide training on Positive Behavior Support techniques and principles to paraprofessionals?

Goal #2:

To identify external community resources for enrichment opportunities that support minority students that build confidence, self-awareness, and motivation to achieve academic success that can determine the ultimate trajectory of their lives.

ACTION STEP	PERSON(S) RESPONSIBLE	TIMELINE	DATA SET	EVIDENCE OF EFFECTIVENESS	RESOURCES NEEDED
Survey building Principals to determine current community partners/programs as well as needs for expanded/new partnerships	Partner with other Diversity Alliance Committees	Summer 2021	Surveys, compilation of data	A comprehensive list is created that includes the aforementioned items	Survey Collaboration with other Committees
Diverse Leaders of Color - Panel Discussion	School Counselors	Fall 2021	Establish a pool of minority professionals within the community that can participate in multiple panels	Individuals from the community are selected Scheduling and completion of Panel Discussion Ongoing plans for additional Panel Discussions	A common time for school counselors and teachers to contact individuals and coordinate the panel discussion.
Expanded mentorship programs to link to post-secondary or post-graduation planning	School Counselors	Spring 2022	Establish a robust program in which students are involved in mentorship programs	Improved communication and relationships are made with area community colleges and colleges	A common time for school counselors and building administration to complete this action step
Scholarship opportunities (academic, athletic, etc.)	School Counselors Building Administration Teachers	December 2021	Collection of academic, athletic and other scholarship opportunities easily available to students and families	Team of individuals must research possible scholarships and funding.	A common time for school counselors and building administration to complete this action step
Minority student affinity groups (peer-to-peer); Student survey and/or formation of student diversity council	Advisors	Fall 2021	Multiple affinity groups established with trained advisors	Increased amount of active Affinity groups	Funding for Advisor
Expanded extra-curricular opportunities for minority students.	School Counselors Building Administration Teachers	Spring 2022	Increased extra-curricular opportunities for students (increase in the amount offered and barriers presented)		Foundation for Easton Schools Grants

Compile database of community resources and extracurricular activities available to students.	School Counselors Building Administration	Summer 2021	Create an accessible database that is frequently updated and includes a comprehensive list of community resources and extracurricular activities	Coordination with to her Committees	Survey
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