



# Board Education Committee

## Equity Update

November 15, 2021

# TESD Equity Guiding Principles

- **We believe . . .** all people are worthy of human dignity and respect. Every person's authentic identity should be valued. Together, through listening, collaboration, and understanding, we can identify and eliminate barriers to racial equity. Thus, it is the role and responsibility of the entire Tredyffrin/Easttown School District, at every level, to dismantle and abolish any structure or system that unjustly discriminates against fellow members of our community.

# Therefore we commit to . . .

- Recruit, hire, and support the development of a racially and culturally diverse faculty, administration, and staff.
- Practice inclusive, culturally responsive, and anti-racist curriculum and instruction at all grade levels.
- Develop and sustain anti-racist leadership among students, faculty, staff, administrators, and parents.
- Ensure disciplinary measures taken at all levels reflect racial equity and nondiscrimination.
- Eliminate systemic barriers that result in racial disparities in standardized testing, academic outcomes, and co-curricular participation at all levels.
- Systematically review and revise District policies and regulations that have a negative and disproportionate impact on students, staff, faculty, administrators, and community members of color.
- Improve communication and foster community involvement related to District racial equity initiatives.
- Engage stakeholders in racial equity work by establishing and sustaining relationships and creating inclusive opportunities to share multiple perspectives.

## Courageous Conversation Compass



# Agreements



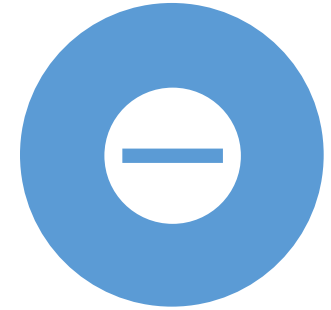
STAY ENGAGED



SPEAK YOUR TRUTH



EXPERIENCE  
DISCOMFORT



EXPECT & ACCEPT  
NON-CLOSURE

# Race/Ethnicity Definitions:

**These are categories used to describe groups to which individuals belong, identify with, or belong to in the eyes of the community.**

**These categories do not denote scientific definitions of anthropological origins.**

**(PDE PIMS Data)**

AMERICAN INDIAN/ALASKAN NATIVE –	A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
ASIAN –	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
BLACK or AFRICAN AMERICAN –	A person having origins in any of the black racial groups of Africa (except those of Hispanic origin).
HISPANIC –	A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
NATIVE HAWAIIAN or OTHER PACIFIC ISLANDER –	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
WHITE –	A person having origins in any of the original peoples of Europe, North Africa, or the Middle East (except those of Hispanic origin).
TWO OR MORE RACES –	Multi-racial. A person having origins in more than one of the previous categories.

# Student Demographics

RACE	2012	2014	2016	2018	2019	2020	2021
American Indian/ Alaskan Native	0.05%	0.06%	0.12%	0.12%	.09%	0.07 %	<b>0.06%</b>
Asian	14.00%	15.00%	19.00%	22.48%	23.98%	27.55%	<b>28.07%</b>
Black/African American	4.00%	3.00%	3.00%	2.66%	2.60%	2.60%	<b>2.93%</b>
Multi-Racial	0.93%	2.00%	3.00%	3.89%	4.34%	5.30%	<b>5.57%</b>
Pacific Islander/ Native Hawaiian	0.03%	0.02%	0.03%	0.03%	.03%	0.03 %	<b>0.03%</b>
White/ Caucasian	80.00%	70.40%	74.00%	67.91%	65.77%	61.03%	<b>59.53%</b>
Hispanic				2.91%	3.21%	3.42%	<b>3.81%</b>



# On-Going Work

- **District Equity Leadership Team (DELT)** builds executive capacity and accountability for leading and implementing district equity transformation.
  - **Leadership for Racial Equity Development (LEADS)** focuses on deepening the will, skill, knowledge and capacity of administrators to lead, oversee, and manage the dynamic process of system-wide racial equity transformation.
  - **Students Organized for Anti-Racism (SOAR)** empowers multiracial groups of leaders in their school and community. SOAR addresses issues of race, identity and academic achievement through meaningful and ongoing conversations among students and adults in their school.
  - **District Equity Affiliates** are district trainers certified to deliver Equity training to staff.
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# On-Going Work

- **E-Teams** at every school meet to discuss topics and provide opportunities for school level discussions.
  - **Recruitment and Hiring** of staff has included participation in job fairs specifically for candidates of color by developing partnerships with universities and community organizations.
  - **School Board Policy Review and Revision** through the lens of equity is on-going
  - **Delaware Valley Consortia for Excellence and Equity (DVCEE)** provide additional opportunities to administrators and staff.
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Where are we now?

# Staff

- New teachers to the District were provided with introductory training by TESD trained Affiliates on having courageous conversations around race as part of Summer Academy.
- November 2nd Inservice Day- All schools' Equity Teams provided an opportunity for teachers to focus on furthering the conversation on Equity.
- Building level Equity Teams are meeting regularly to discuss topics of equity and address various issues of equity that may come up in their buildings. More training for the E-Teams will be provided this year.
- Staff Development sessions on the Curricular Inquiry Process will be conducted
- The District's Holiday Curriculum will be reviewed by the Social Studies Standing Committee.
- On-going curricular review and revision continues with a specific focus on middle school this year.

# Students

- CHS SOAR Team welcomes 190 students who have chosen to be trained on having conversations around race.
- Equity Leadership Alliance (ELA) this summer CHS culture club leaders came together to discuss common goals around supporting students across the building.
- A middle school group will be formed this year similar to the CHS SOAR team. Faculty moderators and administration are currently being trained.
- Presentations and guest speakers for students at all levels representing multiple perspectives related to curricular areas of study will be held again this year.

# Family and Community

- Family and Community Partnership: A group of parents and community members of color have come together to share their stories with staff and administration.
- PTO leaders have requested additional dialogue around the District's racial equity initiative. Dr. Gusick and Dr. Torres held a session for PTO Leadership to learn more about the Curricular Inquiry Process.
- Developing opportunities for families from various racial and ethnic backgrounds to come together in support of students and families new to the school community.
- Spanish speaking parents are asking for newcomer support .
- AAPI Parent partnership group is being developed.
- Working on developing and continuing partnerships with various community groups.
- PTO Cultural activities are providing opportunities at schools for teachers and students.