

DALLASTOWN AREA SCHOOL DISTRICT

EQUITY MODEL

**APPROVED BY THE DASD DIVERSITY COUNCIL
SPRING, 2014**



DALLASTOWN AREA SCHOOL DISTRICT

VISION STATEMENT

Inspiring every student and creating pathways for their success.

DALLASTOWN AREA SCHOOL DISTRICT

MISSION STATEMENT

Provide a safe, challenging and relevant learning environment that inspires and creates pathways for student success.

DALLASTOWN AREA SCHOOL DISTRICT

CODE OF ETHICS

We, the Dallastown Area School District, believe our school community should strive to encourage in ourselves and others these values:

- **Respect** I will treat others the way I wish to be treated.
- **Integrity** I will strive to do what is right, even when no one is looking.
- **Responsibility** I will be accountable for my own choices and actions.
- **Equality** I will appreciate the worth and rights of others.
- **Compassion** I will show kindness and consideration to everyone.
- **Non-judgmental** I will honor the varying opinions and beliefs of others.
- **Diversity** I will embrace with understanding the changes and differences in all cultures.

OVERVIEW

Consistent with the Vision and Mission of Dallastown Area School District, a framework to promote equity and excellence was crafted. Reducing and eliminating disparities for acceptance and achievement, and to promote access and opportunity for all populations are the major desired outcomes.

It is the goal of the stakeholders of Dallastown Area School District to ensure that ALL students achieve high levels of academic success, regardless of their race, ethnicity, language, culture, country of origin, religion, gender, special needs, sexual orientation, neighborhood, or level of income.

In an equitable and excellent school district, there are no persistent patterns of differences in the academic achievement or treatment of students and every student has equal opportunity to achieve at the highest levels.

EQUITY DEFINITION

All students receive the individual support they need to reach a common standard.

- Equity creates for the school the uncompromising expectation that every student will achieve the required standards.
- In an equitable school, there is no excuse for any student not succeeding, regardless of student's race, ethnicity, culture, country of origin, religion, gender, special needs, sexual orientation, neighborhood, or level of income.
- Equity is built and sustained by:
 - *Expectations* – The level to which a student is expected to rise.
 - *Rigor* – The challenges presented to students.
 - *Relationships* – Allows effective and authentic communication across differences.
- Equity leads to excellence! A school can only claim success when *all* students are achieving at high levels.

GUIDING PRINCIPLES:

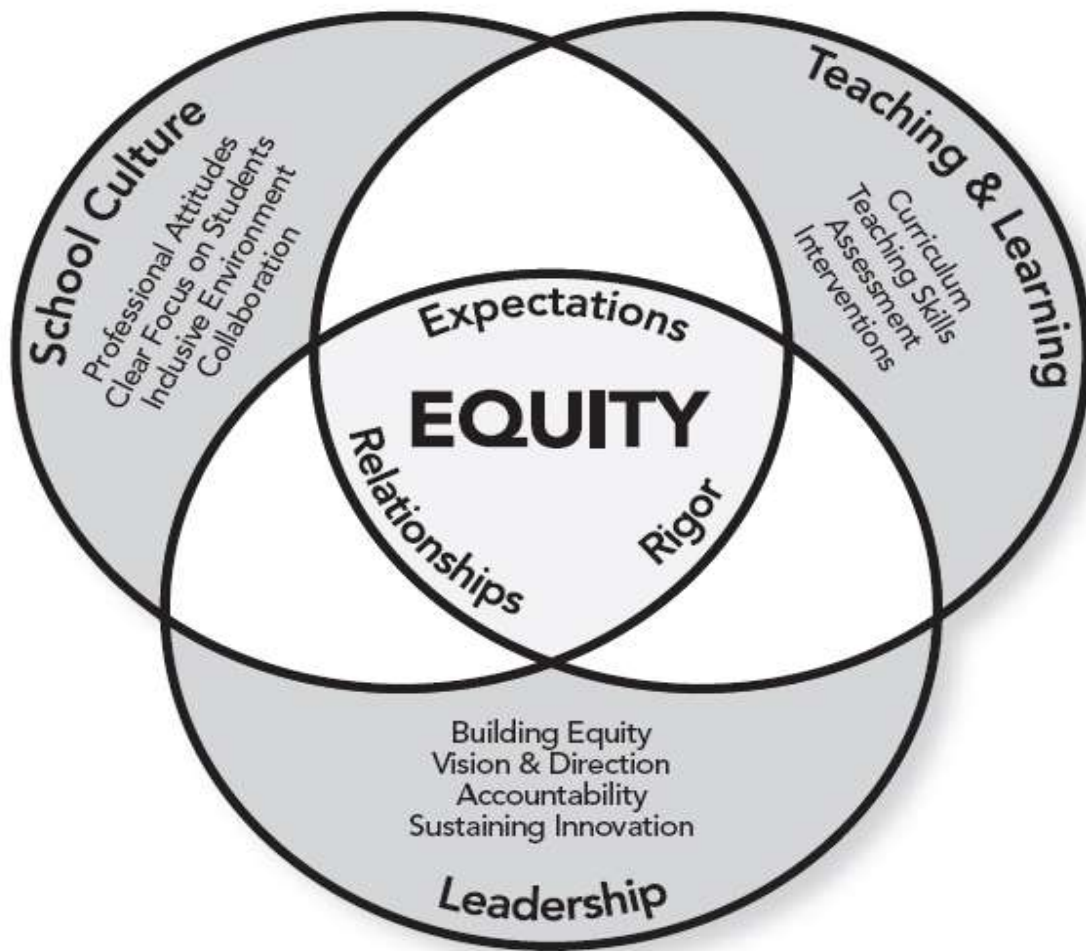
Everyone has the right to a quality public education. Our American public education system was established on the principles of equity, access and opportunity for all. Today, there is very little disagreement with these principles, yet there are increasing obstacles to the realization of equity and inclusion in our public schools. To ensure the elimination of barriers and that ALL students are included and have opportunity in the Dallastown Area School District, we look to the following guiding principles:

- Examine structures and processes that may impede and/or facilitate progress toward diversity, equity, and success for ALL students
- Assist in identifying teaching and learning strategies and approaches that help to raise student achievement for ALL students
- Recommend and promote policies, practices, and programs that enhance, encourage, and foster effective student participation in a diverse and inclusive community
- Develop and present educational programs to build racial, cultural, economic, and linguistic awareness and sensitivity for students
- Look at everything we do as a school community through the lens of equity, diversity, and inclusion
- Ensure that teaching and learning centers on principles of:
 1. High expectations for ALL students
 2. Learning opportunities for ALL students
 3. Teaching to the varied learning styles and cultural styles for ALL students
 4. Support for ALL students in their learning and school experience.

EQUITY FRAMEWORK

The Dallastown Area School District Equity Framework was developed to ensure efforts are made to ensure every student has equal access to the many fine opportunities and programs provided by the school district. The equity plan is formed through the establishment of three broad categories which include:

- School Culture
- Teaching and Learning
- Leadership



Establishing an equitable and excellent school district can only be achieved through the collective efforts of key stakeholders focusing on clear expectations. DASD has a number of initiatives in place upon which to build these expectations; such as a district and various building level diversity teams, Dallastown’s Respect for Others and Care for Selves (R*O*C*S) initiative, No Place for Hate (NPFH) program, and DASD’s Model for Teaching.

The following sections contain an overview of equity categories and expectations and serve as the core of the Dallastown Area School District’s Equity Framework.

SCHOOL CULTURE

We will...

- Create a welcoming, inclusive, and safe school environment.
- Ensures that high expectations of faculty, staff and students are publicized, taught, and reinforced throughout the school
- Develop partnerships with families to support their engagement in student success and academic achievement by fully removing any disparities or barriers.
- Communicate effectively and frequently with students, families and partners in a culturally sensitive and equitable manner.
- Provide integrated, timely, and readily available support services including transportation, nutrition, mental health, and other community resources in an equitable manner.

TEACHING AND LEARNING

We will...

- Strive to have each and every student demonstrate growth within a continuum of learning from early childhood through high school graduation, to prepare them for college, career, and life success.
- Ensure that each and every student has access to engaging and relevant curriculum designed to ensure Equity in order to eliminate the achievement and opportunity gaps.
- Ensure that each and every student has an equal and equitable opportunity to participate in all aspects of the educational process, including learning facilities, resources, and extracurricular and curricular programs.
- Employ effective research-based instructional practices consistent with the District's Model for Teaching.
- Establish personal and instructional relationships that acknowledge and accept differences in student needs, ethnicity, and economic backgrounds.
- Monitor language for subtle or overt biases that can have a powerful influence in creating or reinforcing prejudicial attitudes.
- Review educational materials to minimize bias in content, graphics and language.
- Provide educational resources and opportunities that address the individual needs of each and every learner.
- Provide a rigorous and developmentally appropriate academic environment and education for each and every student.
- Identify and examine disparities in our educational system to ensure that opportunities and supports exist for maximum achievement by each and every student regardless of special needs, race, ethnicity, or financial status.



LEADERSHIP

We will...

- Align policies and practices with our vision of “inspiring and creating pathways for student success” for each and every student.
- Create and implement an equitable recruitment and hiring model that encourages the hiring of personnel that reflects our community demographics.
- Maintain a welcoming work environment for all District staff.
- Design and implement a retention and promotion plan that includes best practices to retain highly skilled employees, particularly those employees of diverse backgrounds.
- Provide effective Professional Development, which will be analyzed for its implications relative to equity and cultural competence.