

Cultural Diversity, Underserved Populations and Equity

Rationale:

The Administration of the Dayton School District acknowledges that culturally diverse and underserved populations within public school's systems must receive equitable treatment, at that these factors should not be a predictor of overall student outcomes. The Dayton School District will address the gaps that continue to exist because of history, current, or institutional practices that do not take into account the value of the diversity of our student body and community. It is a benefit to the entire Dayton Community when an emphasis is placed on the success of each and every child. The School District has a collective responsibility, and should be accountable, to ensure that children of every race, national origin, language, religion, gender, sexual orientation, gender identity or expression, socioeconomic status, and ability, reach their full potential.

The Beliefs and Commitments of the Dayton School District continue to be:

We Believe:

- Learning is vital and necessary for ALL.
- Staff, family and community working together contribute to the success of each student.
- Education creates an informed citizen that is informed of his/her strengths.
- Learning requires a safe and caring environment.

Therefore, We are Committed to:

- Providing a diverse and respectful learning environment.
- Ensuring a collaborative atmosphere where students actively participate and take ownership for their learning.
- Setting high expectations for ALL.
- Providing a creative and motivating environment where students are able to take risks and explore their potential.

The Dayton School District aspires to provide respectful and relevant learning environments that include diversity, as well as create schools where students, families, community members, and employees feel welcome and supported. Culturally diverse factors including race, socio-economic status, gender, sexual orientation, gender identity and / or expression should not be a predictor of student success.

District Response:

The district will prioritize eliminating barriers created by disparity and disproportionality through the following actions:

Professional Growth:

- Provide ongoing professional development opportunities on cultural awareness and literacy.
- Implement and train staff on the use of the equity decision making tool.

Equity in District and Systems Operations:

- Continue the development and implementation of the equity decision making tool.
- Collect, analyze and use disaggregated data (where legally allowable and appropriate), with impact on cultural diversity as a focus.
- Identify institutional barriers and transform policies and practices that lead to over-representation of students from underserved populations, including, but not limited to discipline and special education.
- Identify institutional barriers and transform policies and practices that lead to under-representation of students from underserved populations, including, but not limited to Highly Capable, accelerated learning, and advanced courses at the Middle School level for High School Credit.
- Recognize and empower the families of underserved students to become partners for student success.

Cross Reference School District Policies:

- 3205 Sexual Harassments of Students Prohibited
3205P Procedure
3207 Prohibition of Harassment, Intimidation or Bullying
3210 Nondiscrimination
3210P Procedure
3211 Gender-Inclusive Schools
3211P Procedure

Dayton School District Equity Decision Making Tool

Part I: Individual or Decision Making Team

- Who is making the decision (individual or group) and what is the cultural make-up of the individual or group?
- What dimensions of cultural diversity (gender, race, class, sexuality, gender identity, age, ability, immigrant status, etc) are represented as part of this decision making team?
- What dimensions of cultural diversity (gender, race, class, sexuality, gender identity, age, ability, immigrant status, etc) are not represented as part of this decision making team?
- Based on the cultural make-up of the decision making team or individual, what inherent biases should be considered?
- Is there representation on the decision making team or the individual of the institution's authority(ies)?

Part II: Stakeholder Impact

- What is the cultural make-up of the individual or group who will be impacted by decision making?
- Is there an existing cultural disparity that is attempting to be addressed (include the data source where that information was obtained)?
- What are the dimensions of cultural diversity of the impacted group?
- What are the disparities between the decision making group or individual and the stakeholder group to be impacted by the decision?
- Is the impacted stakeholder group involved in the decision making process (if yes, include method of involvement)?

Part III: Impact of Decision

- How will the decision of the individual or team advance equity in the system as a whole?
- What evaluation tool will be used to measure the impact of this decision (include tool name or link)?
- In what ways could the decision have a baseline or negative impact on equity (cons of decision)?
- What resources are necessary to make this an equitable decision?
- What are the potential challenges, structural barriers, or unexpected blind spots?

Part IV: Reflection (To be completed after decision has been implemented)

- Did the decision succeed in advancing equity within the system (including to what extent and what evaluation tools were used to measure the level of success)?
- If the decision did not advance equity, what steps will be taken to work towards a more equitable result?
- What additional stakeholders provided unexpected assistance in this decision?
- Were there unintended consequences, positive or negative, that resulted from the decision?
- Did the individual or team seek feedback from their stakeholders?