Introduction: Our Commitment to Equity

The New Hope-Solebury School District is deeply committed to student success and to facilitating exceptional preparation for the transition into life beyond K-12 education. Our administrators, faculty and staff strive to provide all students, regardless of background or experience, with a meaningful and valuable education.

A thorough analysis of our school district's programs and services has identified barriers to success for specific student populations. Ongoing discussions with community members have offered a deeper understanding of the challenges experienced by students and families due to race, socio-economic status, cultural, religious, or ethnic origins, and/or due to their limited knowledge of the English language. In response, we recognized an opportunity to address these challenges, and ultimately, to build more equitable learning experiences for our students.

The communities of New Hope and Solebury have historically been welcoming of diversity and vocal in supporting equity, particularly for the LGBTQ+ community. Our school district endeavors to continue this legacy through our work with our equity initiative. The District is frequently referred to as a "bubble," which nurtures students before they enter the world beyond our borders. While there are benefits to learning in a small, personalized environment, we must also recognize the value of preparing students for success within many contexts and occupations and developing cultural competency before entering an increasingly global society. Maintaining our supportive learning environment while also expanding student horizons is central to our equity initiative.

Federal and state laws also compel school districts to focus attention on maintaining equitable practices within public education, a reflection of the increasing diversity within our region and nation. Our district, like many others, has seen a growth in the diversity of the students and families we serve in the past ten years.

New Hope-Solebury School District is committed to approaching all district projects and practices with a lens for equity. In this way, we will cultivate knowledgeable and well-rounded citizens of the world and foster a welcoming community in which all students realize their greatest potential.

District Equity Resolution

Resolution supporting the development of an anti-racist school climate by the Board of Directors of the New Hope-Solebury School District

WHEREAS, we are deeply saddened and outraged by the recent killing of George Floyd and violence against black men and women. The subsequent protests have shined a spotlight on the harmful effects of racism and inequality. Furthermore, the public response has highlighted the racial trauma that our Black students, families, staff, and communities have not only endured for centuries but continue to face today.

WHEREAS, we must recognize that racism and hate have no place in our schools and society. However, we must understand that racism is systemic, and it is unconsciously and consciously rooted in our institutions, policies, and practices. Consequently, we acknowledge that we must look at our own school policies and practices through an anti-racist and equity lens to address traces of racism and inequity that still exist within our own school community.

WHEREAS, we must center the voices of staff, students, families, and communities who have historically endured discrimination and marginalization. Their lived experiences and stories require attention, require respect, require empathy, and most importantly require action. Therefore, it is essential that we establish an expectation that a diversity of students, families and community members, specifically those that have been ignored, discriminated against, and marginalized, are heard and included on substantive school and district issues.

WHEREAS, we must better educate ourselves and seek to educate the community on the historical and current impact of racism and discrimination on our students, families, and communities, as well as understand our role in perpetuating such inequity. Through continuous professional development and opportunities for honest dialogue and listening sessions, we hope to build partnerships in the community focused on overcoming racism and other barriers. By doing so, we can create opportunities to ensure that each child has the tools and supports needed to thrive.

WHEREAS, we must advocate to advance civil rights and cultivate an anti-racist school climate necessary to meet the needs of ALL students in our care. Our students,

no matter their race, ethnicity, religion, gender, sexual orientation, socioeconomic status, language ability, disability, and other identities deserve to feel safe, to feel seen, and to feel affirmed.

NOW, THEREFORE BE IT RESOLVED that the New Hope-Solebury School Board, unequivocally stands firm in our collective responsibility to foster an equitable and inclusive environment for every student, staff member, parent, and community member. We commit to use our role as school board directors to recognize, respond, and speak out against injustice and racial inequity in our school community. In support of this goal, the New Hope-Solebury School Board commits to the following initial action steps; establish an equity committee that will enable the district and its patrons to conduct a formal examination of our operations, procedures, programming, policies and K-12 curriculum; programs, town hall meetings and professional developments; advocate at the state level for changes to inequitable funding formula for public schools; advocate for the development of state curriculum standards on social justice; keep the public informed of our efforts and seek participation and input from all stakeholders.

Adopted this 30th day of June, 2020

Historical Context for New Hope-Solebury's Equity Work

Over the past several years, the New Hope-Solebury School District has been actively working on initiatives to support equity in our schools. Prior to 2020, the school district integrated multicultural learning experiences within the curriculum. In the 2019-2020 school year, the District partnered with the Anti-Defamation League to establish the *No Place for Hate* program within all school buildings. Relationships were also being developed with other community groups to lend further perspective to our equity work.

In June of 2020, the Board of School Directors received a formal request from a collective of students, alumni, and community members asking the district to increase its efforts to support equity within the school district. The letter outlined specific concerns and issues, which the petitioners felt were limiting the district's ability to provide a welcoming and equitable learning environment for all students, faculty, and staff. The letter also suggested that students' limited exposure to diverse ideas, history and curricular content was adversely impacting students' preparedness for life beyond graduation.

In a meeting of the Board of School Directors on June 30, 2020, the Board established an Equity Committee to enable the District to conduct a formal examination of operational procedures, policies, and curriculum. The school district also partnered with community organizations to schedule outreach programs, town hall meetings, and professional development opportunities. The work of the school district correlated with increasing incidences of bias and prejudice nationwide and rising inequities highlighted and exacerbated by the global pandemic.

Since that time, the School District's Equity Committee has been meeting monthly. The Committee has launched new initiatives and provided resources and programs to further the school district's work in equity. The school district has partnered with the University of Pennsylvania, the Pennsylvania School Boards Association (PSBA), and other community groups to further our professional development and programming for faculty, staff, and community members. The district has also conducted an equity survey and an equity audit through the Harrisburg Area Community College to better understand the concerns and to develop objectives and targeted strategies.

The culmination of this work is the development of this Equity Strategic Plan, which will provide a clear path forward for the next five years. This plan outlines a series of activities and initiatives to make New Hope-Solebury School District a more welcoming and supportive community for all stakeholders.

OUR MISSION

The New Hope-Solebury School District Equity Committee is comprised of a cross-section of stakeholder who strive to create an equitable learning and working environments for all members of the district community. We know that bias and discrimination around race, ethnicity, gender, sexual orientation, disability, individual learning needs, socioeconomic status, and other identity related factors, adversely affect student achievement and mental health and impede district success. We will partner with families, students, administrators, faculty, and the New Hope-Solebury community to identify and remove institutional barriers and promote a safe space for all to thrive socially, academically, and emotionally.

OUR VISION

The NHSSD Equity Committee will lead the community's efforts in establishing equity as a foundation of district operations. Our goals include, but are not limited to, raising students who are culturally competent and prepared for the world beyond New Hope-Solebury; creating an inclusive, diverse, and welcoming workplace and positive school culture that empowers students in a safe classroom environment; maintaining policies and procedures that prevent and address bias and discrimination; supporting ongoing professional development in equity practices and bias reduction; and maintaining an updated, unbiased K-12 curriculum that reflects and upholds these ideals. Our work will be successful when the district has the policies, protocols, and procedures in place to affirm the voices and to meet the needs of all students and employees.

Defining Equity

The Pennsylvania School Boards Association defines ***equity*** as "the just and fair distribution of resources based upon each individual student's needs." Equitable resources include funding, programs, policies, initiatives and supports that target each student's unique background and school context to guarantee that all students have equal access to a high-quality education.

"Pursuing Equity requires that schools assess actions locally to overcome institutional barriers and create opportunities so that each and every child has the tools and supports necessary to achieve their highest potential. Achieving Equity ensures that students' identities will not predetermine their success in schools." (See PSBA Equity Statement, 2018)

Equality in education is the goal. Equity measures are the means to realizing that goal.

District's Equity Goals

1. **Further develop a curriculum reflective of the culture, experiences, literature, and accomplishments of diverse populations.**

2. **Establish educational programs and integrate resources representing the diversity of our school, nation, and global community.**

3. **Create and review policies to provide equal opportunities for students, staff, and community members to be partners in the educational process and to ensure alignment with our goals for diversity, equity, and inclusion.**

4. **Extend professional development opportunities to faculty and staff to enhance cultural sensitivity and responsiveness to the needs of diverse students, families, and communities.**

5. **Initiate hiring practices to recruit a diverse pool of educators working with our students and to provide students with opportunities to be enriched through an educational experience more representative of our national and global diversity.**

6. **Utilize community-building practices to celebrate diversity and to address incidents of bullying, marginalization, and discrimination.**

7. **Foster relationships with diverse communities within the school district to enhance outreach, collaboration, and connections and to further student and family connectivity and engagement with the school district.**

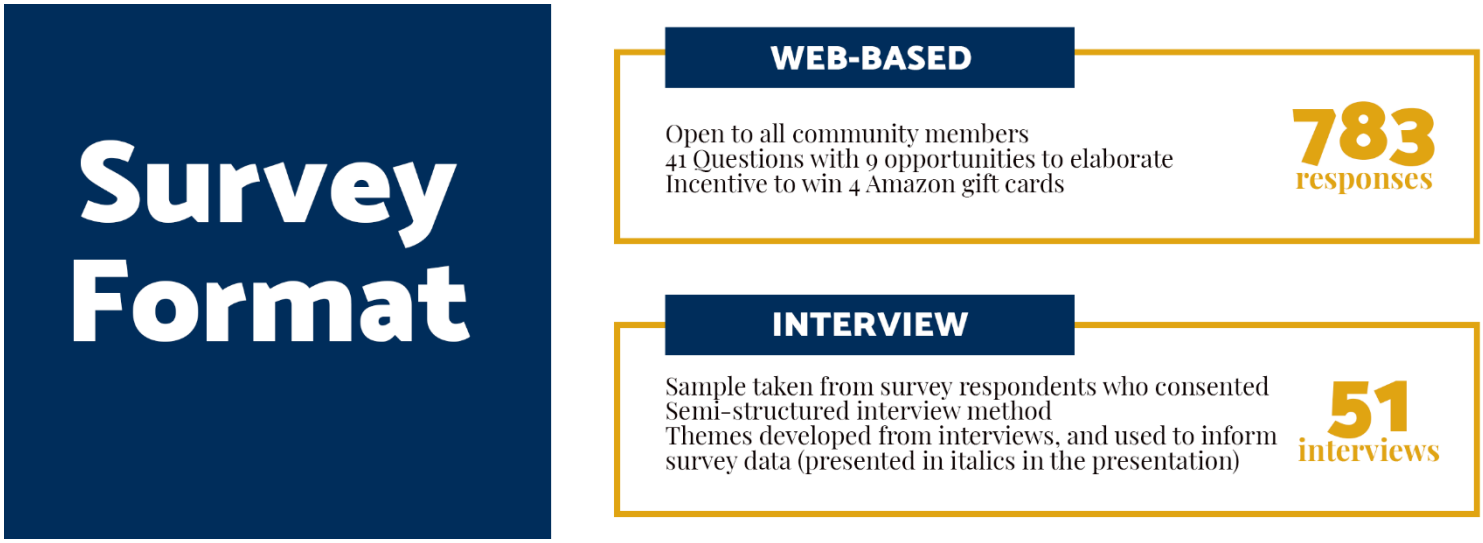
8. **Establish processes and procedures to afford all students equal opportunities for learning and to provide the building blocks for success throughout their education in our school district.**

Data Collection

The New Hope-Solebury School District is utilizing several key data sources to drive the School District Equity Plan. A rigorous analysis of quantifiable measures from state assessments, disciplinary data, and surveys has served to ascertain a baseline of the district's status with regards to equity and to devise plans to address identified areas of need. The goal of the School District Equity Plan is to provide an action-oriented, results-driven approach for advancing student learning in the New Hope-Solebury School District. A summary of the data is provided in this section.

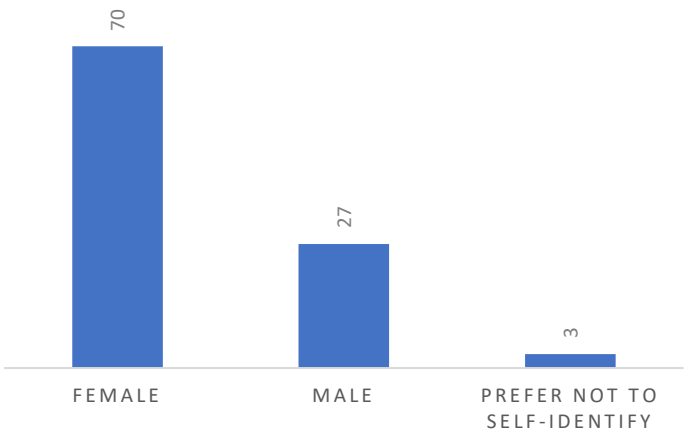
In July 2020, the New Hope-Solebury School District contracted alumnus Adam Magerman, Ph.D., of global leadership consulting firm RHR International, to execute a survey of the school district community. The survey questions related to the individual's thoughts and opinions with regards to equity in the school district. The survey was developed from August through October 2020 by a team of stakeholders from the District Equity Committee. The survey was comprised of two components:

Equity Survey

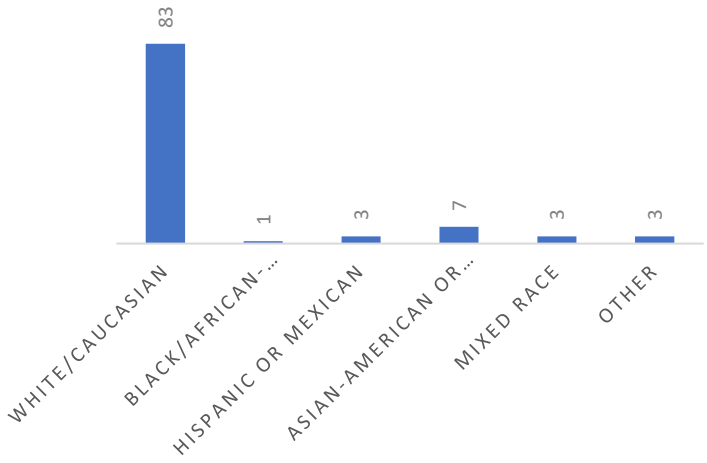


Survey Respondent Demographics

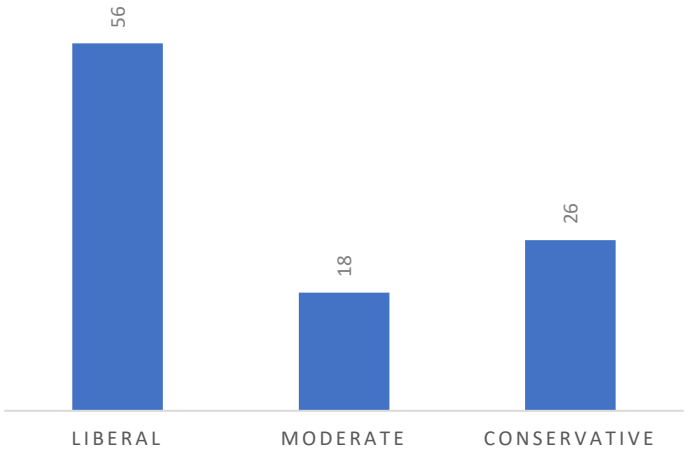
GENDER/GENDER IDENTITY



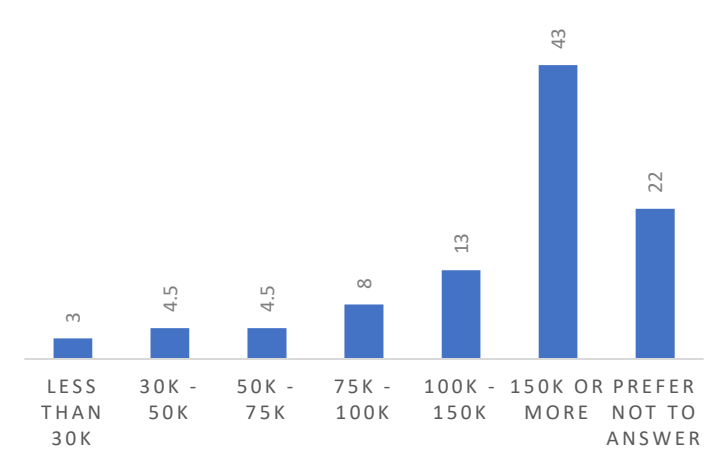
RACE/ETHNICITY



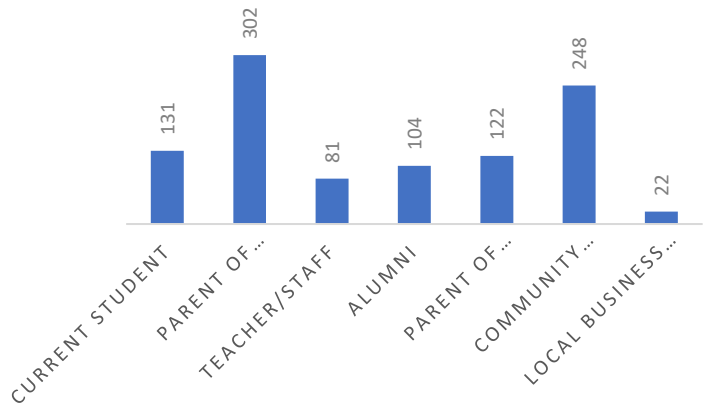
POLITICAL AFFILIATION



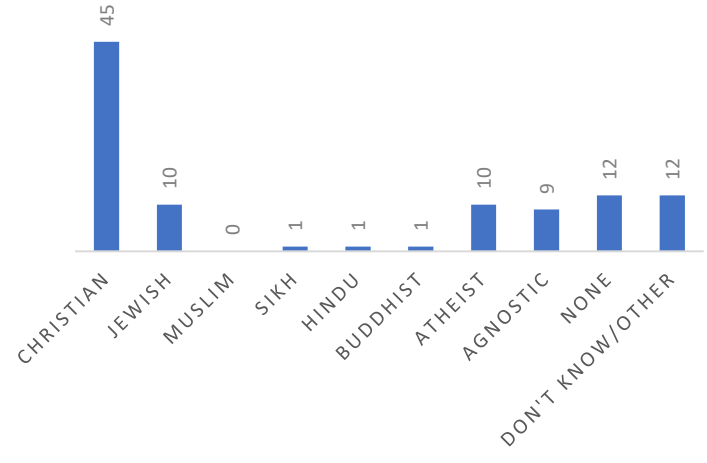
HOUSEHOLD INCOME



RELATIONSHIP TO COMMUNITY



RELIGIOUS AFFILIATION



Data Insights

In general, people have positive perceptions of NHS and are very satisfied with the community.

91% of respondents report being **very satisfied** with living in the NHS community

- 50% of Black respondents reported being satisfied
- All other population segments reported similar satisfaction

90% reported **high levels of belonging**

16% reported ever **wanting to leave** the NHS community

96% of participants reported **feeling safe** in the community

- 50% of Black respondents reported feeling safe

Many respondents recognized areas of improvement within the NHS community.

67% of respondents felt NHS was "**welcoming**"

37% felt other **community members are impacted by inequities** in their daily lives

58% had **heard of instances of prejudice** toward other community members

- 100% of Black respondents have heard of instances of prejudice
- 76% of religious minorities have heard of instances of prejudice

There is overwhelming support for increased DEI efforts in the community.

90% of respondents felt it important that **NHSSD actively work to ensure equitable treatment** of all community members

84% agreed the NHS community **needs to improve their DEI efforts**

Experiences with Prejudice in the Community

Respondents reported very few personal experiences of prejudice or inequities.

9% self-reported **personal experiences** of prejudice

- 100% of Black respondents and 28% of Asian respondents reported experiencing prejudice.

8% reported being **personally impacted by inequities** in the community

- 100% of Black and 67% of Asian respondents reported personal impact of inequities

87% said they/their **children are treated equitably** at school

People perceive inequities within the greater community.

83% of respondents felt that **NHS is a "bubble"** that makes it easy to avoid issues of diversity and social equity

- Interviewees often mentioned concern that because most community members were comfortable, they may not be motivated to support equity work in the NHS community

70% People **feel there are inequities** in NHSSD (by comparison, in America, 89%)

43% of respondents did not think social identity impacts how their children are treated

- 100% of Black respondents felt SI impacts how their children are treated
- 81% of religious minorities felt SI impacts how their children are treated

How Community Members Engage in Bias Reduction

Almost all respondents were willing to engage in conversations about diversity and equity and have already worked on reducing their own biases.

94% reported investigating and working to eliminate their own biases

- When asked how people investigate and eliminate biases, the answers varied widely in content and depth. The comments range from "I do not work on this because I am not biased" to "I read about and listen to the struggles of others" to "I actively check my behavior in the moment"

Respondents were less likely to be working on eliminating bias in the community compared to working on eliminating their own biases.

75% of respondents suggested they were less likely to be working on eliminating bias in the community compared to working on eliminating their own biases

60% of students reported engaging in community work

- This number is higher for Black (100%), Latin-American (81%) respondents, and for religious minorities (83%)

Parent/Guardian Perceptions and Behavior

Parents/guardians support introducing their children to other social identities.

94% of parents/guardians are comfortable talking to their kids about different social identities and think it is important to do so

There was greater variability in how much parents/guardians expose children to other social identities.

66% of parents/guardians introduce children to different social identities via media

80% talk to their children about different social identities

Although parents/guardians felt it important to discuss social identity, they felt that it was comparatively less appropriate for teachers to do so.

74% felt it was comparatively less appropriate for teachers to discuss social identity

- This number is much lower for conservative respondents (23%)
- Interview data suggests that there is a degree of distrust in how teachers are discussing these topics
- General weariness of an "agenda" or "bias" toward personal viewpoints
- Teachers who were interviewed expressed fear of backlash from parents when they teach and/or address issues of DEI

NHSSD Environment

Majority of respondents said NHSSD is not diverse.

70% of respondents felt NHS was **not a diverse** learning environment

- Contact with other social groups is one of the most critical factors in development and expression of bias (*Gartner's Contact Hypothesis*)
- Interviews cited lack of diversity as a central problem both in how DEI issues have been handled in the past and in how the school community is preparing students to leave NHS (building cultural competence)
- To overcome the lack of diversity, interviewees frequently mentioned the need for NHSSD to create opportunities for students to engage with other communities outside of the district, in authentic ways

There were mixed results regarding how students are treated.

78% felt NHS is safe and welcoming to all students

50% felt that all students are treated equally

There is a considerable segment of respondents who believe there are inequities at NHSSD.

64% believe **there are inequities at NHS**, leaving a considerable segment of students, parents/guardians, and teachers (36%) who don't think there are inequities

- This mirrors the results of the community at large
- These results **are in contrast to many student and parent/guardian interviews** that illuminated the persistent experience of prejudice among

students. This ranged from self-reported incidence of racism and anti-Semitism to bullying students with mental health issues and body-shaming.

Some respondents reported experiencing prejudice, either directly or via their child(ren).

36% of respondents have reported either experiencing prejudice or their children experiencing prejudice at school

- **52%** of religious minorities reported experiencing prejudice in school
- **100%** of Black, **58%** of Mixed-Race and **67%** of Asian respondents reported experiencing prejudice in school
- These percentages are **supported by the interviews** with students
- In addition to explicit experiences of prejudice, interviews of students also revealed their **experience with "invisibility"**

Attitudes Toward Equity Education

There is overwhelming support for creating a more inclusive and equitable curriculum.

88% felt that curriculum should reflect the increasingly diverse US population

12% felt **not** offering an anti-racist education risks NHSSD losing its high rankings

77% of respondents felt multicultural education should start in elementary school

There is bipartisan support for an anti-racist education.

89% support teaching students anti-racism policy and beliefs

85% support the funding of bias and anti-racism trainings for teachers

Many expressed the need for public benchmarking.

Many interview and survey comments asked how we are going to benchmark and measure progress

Many also wanted transparency with benchmarking and accountability

State Assessment Data - HS Keystones

LITERATURE PERFORMANCE

Student Group Breakdown	2018-2019	2020-2021
Statewide Average	62.1%	62.1%
All Student Group	94.1%	94.1%
White	93.5%	93.5%

LITERATURE GROWTH

Student Group Breakdown	2018-2019	2020-2021
Statewide Average	75.0%	75.0%
All Student Group	80.0%	80.0%
White	78.0%	78.0%

LITERATURE ADVANCED PERFORMANCE

Student Group Breakdown	2018-2019	2020-2021
Statewide Average	17.8%	17.8%
All Student Group	20.8%	20.8%
White	22.6%	22.6%

ALGEBRA PERFORMANCE

Student Group Breakdown	2018-2019	2020-2021
Statewide Average	45.2%	45.2%
All Student Group	94.0%	94.0%
White	93.5%	93.5%

ALGEBRA GROWTH

Student Group Breakdown	2018-2019	2020-2021
Statewide Average	75.3%	75.3%
All Student Group	100%	100%
White	100%	100%

ALGEBRA ADVANCED PERFORMANCE

Student Group Breakdown	2018-2019	2020-2021
Statewide Average	17.8%	17.8%
All Student Group	50.0%	50.0%
White	48.9%	48.9%

BIOLOGY PERFORMANCE

Student Group Breakdown	2018-2019	2020-2021
Statewide Average	66.0%	66.0%
All Student Group	94.1%	94.1%
White	93.5%	93.5%

BIOLOGY GROWTH

Student Group Breakdown	2018-2019	2020-2021
Statewide Average	75.1%	75.1%
All Student Group	100%	100%
White	100%	100%

BIOLOGY ADVANCED PERFORMANCE

Student Group Breakdown	2018-2019	2020-2021
Statewide Average	28.9%	28.9%
All Student Group	54.5%	54.5%
White	53.8%	53.8%

State Assessment Data - MS PSSAs

ENGLISH LANGUAGE ARTS PERFORMANCE

Student Group Breakdown	2018-2019	2020-2021
Statewide Average	62.1%	62.1%
All Student Group	86.7%	86.7%
Asian	90.0%	90.0%
White	88.8%	88.8%
2 or More Races	88.0%	88.0%
Economically Disadvantaged	65.7%	65.7%
Students with Disabilities	52.5%	52.5%

ENGLISH LANGUAGE ARTS GROWTH

Student Group Breakdown	2018-2019	2020-2021
Statewide Average	75.0%	75.0%
All Student Group	64.0%	64.0%
White	65.0%	65.0%
Students with Disabilities	71.0%	71.0%

ENGLISH LANGUAGE ARTS ADVANCED PERFORMANCE

Student Group Breakdown	2018-2019	2020-2021
Statewide Average	17.8%	17.8%
All Student Group	29.4%	29.4%
Asian	40.0%	40.0%
White	29.7%	29.7%
2 or More Races	32.0%	32.0%
Economically Disadvantaged	8.6%	8.6%
Students with Disabilities	7.5%	7.5%

MATHEMATICS PERFORMANCE

Student Group Breakdown	2018-2019	2020-2021
Statewide Average	45.2%	45.2%
All Student Group	68.0%	94.0%
Asian	90.0%	90.0%
White	68.6%	68.6%
2 or More Races	72.0%	72.0%
Economically Disadvantaged	42.9%	42.9%
Students with Disabilities	27.5%	27.5%

MATHEMATICS GROWTH

Student Group Breakdown	2018-2019	2020-2021
Statewide Average	75.3%	75.3%
All Student Group	100%	100%
White	98.5%	98.5%
Students with Disabilities	90.0%	90.0%

MATHEMATICS ADVANCED PERFORMANCE

Student Group Breakdown	2018-2019	2020-2021
Statewide Average	17.8%	17.8%
All Student Group	27.0%	27.0%
Asian	50.0%	50.0%
White	26.0%	26.0%
2 or More Races	40.0%	40.0%
Economically Disadvantaged	11.4%	11.4%
Students with Disabilities	5.0%	5.0%

SCIENCE PERFORMANCE

Student Group Breakdown	2018-2019	2020-2021
Statewide Average	66.0%	66.0%
All Student Group	91.8%	91.8%
White	93.2%	93.2%

SCIENCE GROWTH

Student Group Breakdown	2018-2019	2020-2021
Statewide Average	75.1%	75.1%
All Student Group	100%	100%
White	100%	100%

SCIENCE ADVANCED PERFORMANCE

Student Group Breakdown	2018-2019	2020-2021
Statewide Average	28.9%	28.9%
All Student Group	60.0%	60.0%
White	60.2%	60.2%

State Assessment Data - UES PSSAs

ENGLISH LANGUAGE ARTS PERFORMANCE

Student Group Breakdown	2018-2019	2020-2021
Statewide Average	62.1%	62.1%
All Student Group	80.5%	80.5%
Hispanic	44.0%	44.0%
White	84.0%	84.0%
Economically Disadvantaged	51.9%	51.9%
Students with Disabilities	43.1%	43.1%

ENGLISH LANGUAGE ARTS GROWTH

Student Group Breakdown	2018-2019	2020-2021
Statewide Average	75.0%	75.0%
All Student Group	78.0%	78.0%
White	80.0%	80.0%
Students with Disabilities	89.0%	89.0%

ENGLISH LANGUAGE ARTS ADVANCED PERFORMANCE

Student Group Breakdown	2018-2019	2020-2021
Statewide Average	17.8%	17.8%
All Student Group	29.4%	29.4%
Hispanic	16.0%	16.0%
White	30.9%	30.9%
Economically Disadvantaged	14.8%	14.8%
Students with Disabilities	7.8%	7.8%

MATHEMATICS PERFORMANCE

Student Group Breakdown	2018-2019	2020-2021
Statewide Average	45.2%	45.2%
All Student Group	67.8%	67.8%
Hispanic	48.0%	48.0%
White	68.9%	68.9%
Economically Disadvantaged	40.7%	40.7%
Students with Disabilities	30.6%	30.6%

MATHEMATICS GROWTH

Student Group Breakdown	2018-2019	2020-2021
Statewide Average	75.3%	75.3%
All Student Group	60.0%	60.0%
White	58.0%	58.0%
Students with Disabilities	70.0%	70.0%

MATHEMATICS ADVANCED PERFORMANCE

Student Group Breakdown	2018-2019	2020-2021
Statewide Average	17.8%	17.8%
All Student Group	31.2%	31.2%
Hispanic	24.0%	24.0%
White	30.3%	30.3%
Economically Disadvantaged	11.1%%	11.1%
Students with Disabilities	10.2%	10.2%

SCIENCE PERFORMANCE

Student Group Breakdown	2018-2019	2020-2021
Statewide Average	66.0%	66.0%

All Student Group	92.2%	92.2%
White	93.3%	93.3%

SCIENCE GROWTH

Student Group Breakdown	2018-2019	2020-2021
Statewide Average	75.1%	75.1%
All Student Group	72.0%	72.0%
White	73.0%	73.0%

SCIENCE ADVANCED PERFORMANCE

Student Group Breakdown	2018-2019	2020-2021
Statewide Average	28.9%	28.9%
All Student Group	54.4%	54.5%
White	53.9%	53.9%

Attendance Data

HIGH SCHOOL

Student Group Breakdown	2018-2019	2020-2021
Statewide Average	85.8%	85.8%
All Student Group	95.5%	93.4%
Asian	100%	100%
Hispanic	95.2%	83.3%
White	95.6%	93.9%
Economically Disadvantaged	90.7%	85.0%
Students with Disabilities	85.7%	90.7%

MIDDLE SCHOOL

Student Group Breakdown	2018-2019	2020-2021
Statewide Average	85.8%	85.8%
All Student Group	94.6%	96.9%
Asian	100%	NA
Hispanic	NA	95.5%
White	94.6%	96.5%
2 or More Races	95.0%	100%
Economically Disadvantaged	90.0%	97.1%
Students with Disabilities	89.4%	90.0%

UPPER ELEMENTARY SCHOOL

Student Group Breakdown	2018-2019	2020-2021
Statewide Average	85.8%	85.8%
All Student Group	97.8%	95.6%
Hispanic	NA	84.6%
White	97.3%	96.6%
Economically Disadvantaged	100%	92.6%
Students with Disabilities	98.2%	95.7%

Graduation Rate

FOUR YEARS

Student Group Breakdown	2018-2019	2020-2021
Statewide Average	85.8%	87.4%
All Student Group	89.6%	96.2%
White	89.5%	96.8%

INDUSTRY BASED LEARNING

Student Group Breakdown	2018-2019	2020-2021
Statewide Average	29.1%	29.1%
All Student Group	5.0%	5.0%
White	5.7%	5.7%
Students with Disabilities	9.5%	9.5%

Other Assessments

ADVANCED ON INDUSTRY-BASED COMPETENCY ASSESSMENT

Student Group Breakdown	2018-2019	2020-2021
Statewide Average	5.8%	5.8%
All Student Group	2.1%	2.1%
White	2.4%	2.4%
Students with Disabilities	4.8%	4.8%

RIGOROUS COURSES OF STUDY

Student Group Breakdown	2018-2019	2020-2021
Statewide Average	57.5%	57.5%
All Student Group	80.1%	80.1%
White	81.5%	81.5%
Students with Disabilities	28.6%	28.6%

Post-Secondary Transition to School, Military, or Work

TRANSITION TO POST-SECONDARY EDUCATION

Student Group Breakdown	2018-2019	2020-2021
Statewide Average	NA	NA
All Student Group	89.7%	91.4%
White	90.6%	93.3%
Students with Disabilities	85.0%	86.4%

TRANSITION TO MILITARY

Student Group Breakdown	2018-2019	2020-2021
Statewide Average	NA	NA
All Student Group	4.1%	2.3%
White	3.9%	1.7%
Students with Disabilities	5.0%	9.1%

TRANSITION TO WORKFORCE

Student Group Breakdown	2018-2019	2020-2021
Statewide Average	NA	NA
All Student Group	NA	NA
White	NA	NA

Safe Schools Reporting/Disciplinary Data

MISCONDUCT CATEGORIES

Misconduct Categories	2018-2019	2019-2020	2020-2021
Racial/Ethnic Intimidation	3	0	0
Simple Assault on Student	0	0	1
All Other Forms of Harassment/Intimidation	0	0	1
Fighting	4	1	0
Theft	1	0	0
Bullying	3	0	2
Possession of Knife	1	0	0
Possession of Cutting Instrument	1	0	0
Possession of Other Weapon	1	2	0
Vandalism	1	0	0
Possession of a Controlled Substance	4	2	0
Possession/Use or Sale of Tobacco or Vaping	1	4	0
School Code of Conduct Violation	25	3	0

OFFENDER DEMOGRAPHICS

Grade of Offender	2018-2019	2019-2020	2020-2021
Grade K	0	1	0
Grade 1	1	1	0
Grade 2	3	0	1
Grade 3	0	0	0
Grade 4	0	1	1
Grade 5	0	2	0
Grade 6	4	3	0
Grade 7	10	4	2
Grade 8	7	4	0
Grade 9	0	2	1
Grade 10	5	5	4
Grade 11	3	2	2
Grade 12	3	0	0

Gender of Offender	2018-2019	2019-2020	2020-2021
Female	5	0	2
Male	31	25	9
Unknown	0	0	0

Race/Ethnicity of Offender (by Number)	2018-2019	2019-2020	2020-2021
American Indian/Alaskan Native	0	0	0
Asian	0	0	0
Black (Not Hispanic)	0	0	0
Hispanic	2	3	0
Multi-Racial	1	5	0
Native Hawaiian or Other Pacific Islander	0	0	0
White	33	17	11

Race/Ethnicity of Offender (by Percent)	2018-2019	2019-2020	2020-2021
American Indian/Alaskan Native	0	0	0
Asian	0	0	0
Black (Not Hispanic)	0	0	0
Hispanic	5.56%	12%	0
Multi-Racial	2.78%	20%	0
Native Hawaiian or Other Pacific Islander	0	0	0
White	91.67%	68%	100%

Education Status of Offender	2018-2019	2019-2020	2020-2021
Student	28	18	7
Student with IEP	8	7	4

Suspension Data

OUT OF SCHOOL SUSPENSION BY GRADE

Grade of Offender	2018-2019	2019-2020	2020-2021
Grade K	0	0	0
Grade 1	1	0	0
Grade 2	1	0	0
Grade 3	0	0	0
Grade 4	0	1	0
Grade 5	0	2	0
Grade 6	3	3	0
Grade 7	7	2	1
Grade 8	5	2	0
Grade 9	0	2	0
Grade 10	2	3	2
Grade 11	2	2	1
Grade 12	2	0	0

OUT OF SCHOOL SUSPENSION BY RACE

Race/Ethnicity of Offender by Percent	2018-2019	2019-2020	2020-2021
American Indian/Alaskan Native	0	0	0
Asian	0	0	0
Black/African American (not Hispanic)	0	0	0
Hispanic	2	1	0
Multi-Racial	0	4	0
Native Hawaiian or Other Pacific Islander	0	0	0
White	20	12	4

OUT OF SCHOOL SUSPENSION BY GENDER

Gender of Offender	2018-2019	2019-2020	2020-2021
Female	5	0	1
Male	18	17	3
Unknown	0	0	0

DEMOGRAPHIC TRENDS

YEAR	Amer. Indian/ Alaskan	Asian	Black/ African American	Hawaiian/ Pacific Islander	Hispanic	Multi-Racial	White (not Hispanic)
2018-19	0.07%	5.27%	0.35%	0.07%	6.73%	4.72%	82.80%
2019-20	0.07%	5.52%	0.21%	0.14%	7.50%	5.66%	80.89%
2020-21	0.07%	5.31%	0.35%	0.14%	7.41%	5.80%	80.91%
2021-22	0.07%	6.04%	0.37%	0.07%	8.58%	6.79%	78.06%

NHSSD Equity Plan

PURPOSE

The New Hope-Solebury Equity Strategic Plan will use an action-oriented, results-driven approach to improve the student learning experience. The Equity Plan includes a broad spectrum of meaningful and evidenced-based activities and interventions designed to cultivate a more welcoming school community and to address identified areas of inequity within the School District. It is imperative that our schools recognize the individual experiences of our students to position them for better learning in the classroom and to provide them with a solid foundation on which to build their future.

The New Hope-Solebury School District's Equity Plan will outline the improvements needed to facilitate equitable processes and outcomes for all students, with a specific focus on student groups which have been historically marginalized and underrepresented in the K-12 school system. Through a thoughtful and deliberate approach, our District will support and partner with students and families that have statistically disproportionate educational outcomes, including racial and ethnic minorities, non-native English speakers; LGBTQ+ populations, students with disabilities, and students who are refugees, immigrants or religious minorities. The plan was developed utilizing data points to identify and address disproportionalities in student discipline, graduation rates, attendance, student achievement, and connectedness to our school district community.

As noted in the data presented in the previous sections of this report, **there are areas where historically marginalized groups are not performing at the same level as their peers.** The small population and limited diversity within our District makes it challenging to draw definitive conclusions from our data, however, in areas where discernible trends can be identified, we see areas of opportunity for the school district to improve its performance. Most notably, **Hispanic and special education students will be prioritized with additional supports and interventions** to foster an equitable learning environment for all students.

DEVELOPMENT

The New Hope-Solebury School District began developing our Equity Strategic Plan in the Fall of the 2021-2022 school year. The work was completed by the members of the District Equity Committee and was supported by the Pennsylvania School Boards Association. Additional support and resources were provided through the Pennsylvania Association of School Administrators (PASA), the American Association of School Superintendents (AASA), and the Learning 2025 Project's Equity Cohort. To prepare for the plan's development, the Committee gathered data from districtwide equity surveys, student assessments, discipline and attendance records. The PSBA's Equity Survey and an equity audit conducted by Harrisburg Area Community College were also distributed to the Leadership Team, School Board, and Equity Committee.

This data helped identify areas of need and opportunity to better inform the goals and strategies for the course of this strategic plan.

Following the data analysis, the Equity Committee established several priorities to drive the district's work in providing a more equitable learning environment for all students and families. The priorities for this plan include:

EQUITY PLAN PRIORITIES

1. Developing a curriculum which is representative of the diverse cultures, experiences, literature, and accomplishments of the varied cultural, ethnic and religious groups which comprise our community and nation.

2. Establishing educational programs and resources which represent the diversity of our school district, nation and global community.

3. Creating policies to support equal opportunities for students, faculty, staff, and community members to be partners in the educational process and which actively seek to embrace diversity and equity.

4. Providing professional development for our faculty and staff to enhance cultural sensitivity and responsiveness to the needs of diverse students, families, and communities.

5. Implementing hiring practices to enhance the diversity of the educators working with our students and providing students with opportunities to be enriched through an educational experience more representative of national and global diversity.

6. Utilizing community building practices which celebrate diversity and actively address incidents of bullying, marginalization, and discrimination.

7. Fostering relationships with diverse communities within the school district to enhance outreach, collaboration and connections to further student and family connectivity to the school district and student performance and engagement.

8.. Establishing processes and procedures to afford equal opportunities for learning and to provide all students with the building blocks and supports necessary for their success throughout their education in our school district.

EVALUATION

The New Hope-Solebury District will engage in thoughtful data analysis through a building-level, Multi-Tiered System of Support (MTSS) Process. MTSS will be used to identify students who are not reaching school district grade level benchmarks and/or state standards and to provide the necessary supports. Through **continued analysis of state and local assessments**, the District will review its ongoing progress toward districtwide student achievement both as a holistic measure of the grade- and district-level performance, and also further, as a measure of our effectiveness in meeting the needs of disaggregate groups.

The school district will continue to **engage in the use of surveys** to analyze students' and families' perceptions of equity progress in the school district and the views of other stakeholders in the school district. Surveys will be used to draw comparisons between those collected before the plan was initiated and throughout its implementation.

The school district will also analyze additional data for the priorities noted above including, but not limited to, student discipline and attendance records, staff acquisition and professional development, and other related information which will enable the school district to determine if progress is being made in these areas.

NHSSD as an Equity Leader

The New Hope-Solebury School District is deeply committed to the work outlined in this Equity Strategic Plan. The District seeks to be a leader in this sector of education and a beacon for other school districts in providing an equitable learning environment for their students, especially districts with limited community diversity. To this end, the District will be providing comprehensive professional development for its faculty, staff, and administrators. It will also be providing financial resources to expand our curriculum and educational resources.

The District will broaden the scope of its partnerships with outside community organizations to welcome additional resources and guidance that can support this critical initiative. The District will also continue to partner with our local municipalities to enlist their support and to broaden this conversation beyond the walls of the school district.

The New Hope-Solebury School District recognizes and prioritizes the need to create and sustain a school district culture committed to educational equity and to addressing systemic barriers for student learning and connectedness to school. This plan is one step toward realizing this goal for all students and families.

Plan for Improving Equity

The Equity Plan is intentionally designed so that each year is a building block for the next year's efforts. We have established priorities and associated action items for the first and second years of implementation and a long-term goal to be obtained over the five years of implementation (detailed in the charts below). The plan integrates a balanced approach to systems thinking, addressing both the technical and relational aspects of systems change. The third- and fourth-year goals will be set while the plan is underway and following initial assessments.

PRIORITY 1: CURRICULUM

YEAR ONE

Develop a rubric for curriculum review in accordance with the equity audit.

Form a committee to liase between the district and Harrisburg CC on equity and curriculum issues.

YEAR TWO

Implement rubric in concert with faculty and administration.

Work with regional equity committees to establish an annual advocacy platform related to DEIB Curriculum.

YEAR FIVE

Curriculum reflects diverse cultures, experiences, literature, and the accomplishments of the varied cultural, ethnic, and religious groups which compromise our community and nation.

PRIORITY 2: STAFF DEVELOPMENT

YEAR ONE

Develop measures to assess and build trust in teachers and staff regarding DEIB.

Build a support structure by increasing staff certified to assist directly with mental health needs and providing trainings for guardians.

YEAR TWO

Secure funding for additional professional development for staff

YEAR FIVE

Faculty and staff assessments will demonstrate that professional development plans have enhanced cultural sensitivity and responsiveness to the needs of diverse students, families and communities.

PRIORITY 3: PERSONNEL

YEAR ONE

Create a subcommittee on welcoming new faculty and staff to the school district (e.g., resource guides. local businesses, faith-based organizations, etc.)

Foster positive relationships with realtors and create welcome baskets.

YEAR TWO

Obtain and review data on career fair attendance, candidate pools, recruitment, and retention efforts of the school district.

YEAR FIVE

Hiring practices will demonstrate success in enhancing the diversity of the educators working with our students.

Students will be provided with opportunities to be enriched through an educational experience more representative of national and global diversity.

PRIORITY 4: OUTREACH

YEAR ONE

Develop two new channels for community involvement.

Create events or programs with community partners. Use well-attended events to foster understanding of the equity initiative. Enlist student help, Kahoot activities and positive celebrations.

YEAR TWO

Establish a county equity consortium of school districts to enhance communication and broaden community practice.

YEAR FIVE

Strengthened relationships with diverse communities will reflect that outreach, collaboration and connections have furthered student and family connectivity to the school district, resulting in increased student performance and engagement.

PRIORITY 5: INTERNAL REVIEW

YEAR ONE

Conduct exit interviews to understand experiences and concerns about district culture

Create a forum for conversations about issues and concerns for diverse student community members

Utilize the student equity committees to establish traditions and and activities at the elementary and middle school level.

YEAR TWO

Review equity plan to ensure that steps remain relevant and reasonable.

Reach out to alumni for feedback on equity issues.

YEAR FIVE

District processes will afford all students equal opportunities for learning.

Supports will be provided in response to identified areas of need and reflect equitable distribution of resources.