



Diversity, Equity and Inclusion District Plan November 9, 2021

Dobbs Ferry School District Mission Statement

The Dobbs Ferry School District strives to develop independent, curious, and open-minded learners who think critically, work collaboratively, act ethically and are knowledgeable about the world around them. In support of our mission, we are committed to:

- Providing a high-quality and challenging curriculum with the depth, breadth and relevance appropriate to each learner.
- Respecting the unique abilities and learning styles of each student.
- Utilizing the most effective and innovative instructional approaches and technological advances.
- Encouraging students to meet their challenges – whether academic, athletic, or artistic – with openness, enthusiasm, and a willingness to take risks.
- Recruiting, retaining, and developing high quality teachers and staff.
- Celebrating and learning from the diversity of our students and the greater Dobbs Ferry community.

Dobbs Ferry School District Vision Statement

Independent Thinkers Prepared to Change the World

Diversity, Equity and Inclusion Is Aligned with our Mission

- The Mission Statement that was adopted by the District in 2013 included several important commitments to our students, staff and community, and we have worked continuously to meet those commitments.
- The District’s current focus and reflection on issues related to Diversity, Equity and Inclusion (“**DEI**”) is **aligned** with the **District’s Mission** and **2018-2023 Strategic Plan** and is consistent with the New York State Education Department’s Culturally Responsive-Sustaining Education Framework (“**NYSED CR-SE Framework**”).

Long Range Strategic Plan 2018 - 2023

STRAND	Instruction	Curriculum	High Performing Workforce	Local and Global Partnerships	Health & Wellness / The Whole Child
AREAS OF FOCUS	<ul style="list-style-type: none"> - Support use of effective, engaging differentiation strategies. - Authentic/ Experiential learning experiences. - Support the use of instructional strategies that aid in the development of 21st century skills. - Explore current and potential schedule options to ensure they are supportive of teaching and learning 	<ul style="list-style-type: none"> - Options for expansion of IB program. - Support curriculum redesign across grade levels. Emphasis in interdisciplinary lessons and horizontal/vertical alignment. - Monitor and revise homework/grading/ assessment practices to better support learning. - Increase student input into curricular decisions. - Embed opportunities for students to develop the necessary Digital Citizenship Skills 	<ul style="list-style-type: none"> - Continue to provide learning opportunities to support staff professional growth - Continue to include stakeholder representation on hiring committees - Ensure that staff represent a variety of cultures, ethnicities, perspectives, and life experiences 	<ul style="list-style-type: none"> - Educate, Community, parents and students about all District initiatives - Maximize opportunities for collaboration with professional regional organizations and associations - Expand Community partnerships with the Village of Dobbs Ferry and other Community groups - Support and encourage partnerships with local businesses and/or organizations that could enhance our curricular program 	<ul style="list-style-type: none"> - Develop programs that support students' Social and Emotional and Physical Health - Reflect on the Culture/Climate present in each school and district-wide to ensure that the learning environment is supportive of students social, emotional and physical needs.

Our Mission is Supported by the NYSED Culturally Responsive-Sustaining Education Framework

The NYSED CR-SE Framework serves as a guide to the District in engaging our DEI work. Its direct alignment with our Mission Statement and Strategic Plan affirms that we are on the right path in our goal of developing “Independent Thinkers Prepared to Change the World.”

The NYSED CR-SE Framework was designed to support school districts in these efforts and is grounded in four principles:

- **Welcoming and Affirming Environment**
- **Inclusive Curriculum and Assessment**
- **High Expectations and Rigorous Instruction**
- **Ongoing Professional Learning and Support**

Our Goal: To Advance our Strategic Goals and the District Mission and Vision

Our goal is to maintain progress toward our Strategic Plan and to advance the Mission and Vision of the District.

In support of this goal, the District's DEI work seeks to ensure that all students experience a **welcoming school environment** that is reflective of the diversity present in the larger community.

- all students feel included in what they encounter at school, including:
 - in their classroom resources,
 - in differing historical perspectives that they learn about,
 - in equitable opportunities for engagement, advancement and achievement,
 - and the adults they interact with each day.

DEI Has Always Been an Important District Goal

- District and Community-wide book reads:
 - Bullying - 2016
 - LGBTQIA+ - 2017
 - Inequities in the Justice System - 2018
 - Apartheid in South Africa - 2019
 - The Great Migration - 2020
- Guest speakers on Superintendent Conference days
- Building Bridges - 2009
- Diversity Career Fair - 2018
- Ongoing opportunities for professional learning
- IB for All
- “No Place for Hate” District

Policy 105 (Diversity, Equity and Inclusion in Education) adopted by BOE June 2021

- Establish District-wide Task Force on Equity and Inclusion
- Establish School-level Committees
- Develop Goals and Metrics related to the policy
- Develop and implement a plan
- Training for students and staff
- Instructional materials reflect a diverse range of experiences and points of view

Communications, Community Partnerships and Engagement Recommendations

Desired Outcomes:

Educate and communicate to the community the goals and purpose of our DEI work and plan communications and engagement actions

Program Activities	Timeline	Measures/Indicators	Who's Responsible
Create student-run Facebook/Insta/Twitter page <ul style="list-style-type: none"> Update and inform parents about work from the District and building-level DEI committees and <u>share common language</u> 	Fall 2021	Student and community engagement with these accounts (followers, responses, submissions depending on the account)	Student representatives from District DEI Committee or HS building-based DEI Committee
Have student groups (BIPOC student union, Social Justice Clubs) have some sort of social presence to create a welcoming and affirming environment	Fall 2021	BIPOC peer programs: asking students about their experiences or opinions (via informal conversations, Google Forms)	Student representatives from various school groups/clubs
Create BIPOC peer programs from elementary to high school. <ul style="list-style-type: none"> Partnering with classroom teachers especially at Springhurst to have students guest read books with DEI-focus - Student Reading Without Walls program Exploring training for students to engage in classroom discussions 	Spring 2022	Number of teachers interested in the program Number of students interested in the program	BIPOC peer programs: Student volunteers and teacher coordinators participating in classroom activities that create a welcoming and affirming environment (reading groups, discussions, activities)
Create a system for families, students, teachers to report racist/biased/sexist experiences at school that do not rise to the level of formal DASA complaints	Ongoing	Monitoring of how issues are being considered and addressed How often is the system being utilized?	Building level DEI committees

Communications, Community Partnerships and Engagement Recommendations

Desired Outcomes:

Educate and communicate to the community the goals and purpose of our DEI work and plan communications and engagement actions

Program Activities	Timeline	Measures/Indicators	Who's Responsible
Utilize District website and Social Media to share DEI information and progress	Fall 2021	Analytics from website and Facebook	School & Community Relations Committee
Create video of student/staff/alumni stories	Spring 2022	Video for public sharing and live on website	Staff videographer
Develop a communication survey for families	Fall 2021	Successful development and deployment of survey	School & Community Relations Committee
Research funding for translation services	Ongoing	Upgraded services reflected in 2022 Budget	Assistant Superintendent
Research services for website accessibility - hearing impaired, vision impaired	Ongoing	Identification of potential assistive technology tools	Chief Information Officer
Community Book Read Partnership with Dobbs Ferry Library and Village Human Rights Committee	Fall/Winter 2021-2022	Book Selection/Scheduling of Book Chats	Superintendent

Communications, Community Partnerships and Engagement Recommendations

Desired Outcomes:

Ensure that all committees, district-wide, consider the impact that their work may have on the District DEI goals

Program Activities	Timeline	Measures/Indicators	Who's Responsible
Develop a DEI Mission Statement to anchor every committee/meeting to establish norms	Fall 2021	DEI focused Essential Questions and Norms for Discussions	Administrators, Teacher Leaders

Desired Outcomes:

Assess how families would prefer to receive communications (and in what language) and continually assess the effectiveness of such communications

Program Activities	Timeline	Measures/Indicators	Who's Responsible
Develop a communications survey with a DEI lens to determine communication preferences	Fall 2021	Survey data for analysis and action	School & Community Relations Committee
Develop Google Form to assess communication effectiveness	Ongoing annually	Timely feedback Highlight survey response rate	School & Community Relations Committee

Hiring and Retention Practices Recommendations

Desired Outcomes:

Update the District's Hiring Manual to Reflect Culturally Responsive Practices

Program Activities	Timeline	Measures/Indicators	Who's Responsible
Form a committee to review and revise the hiring manual	Fall 2021	Committee successfully reviews and revises the manual for cultural responsiveness Update job descriptions as necessary	Assistant Superintendent for Curriculum, Instruction and Equity
Define and identify culturally responsive hiring practices	Ongoing	Infusion of culturally responsive practices into the hiring process	Superintendent
Create a template/guidelines for continued review of manual with timelines for further review	Winter/Spring 2022	Completion of template for manual review	Assistant Superintendent for Curriculum, Instruction and Equity
Create a streamlined version of the manual that is able to be distributed to hiring/interview committee members prior to interviews	Winter/Spring 2022	Abridged version of hiring manual	Assistant Superintendent for Curriculum, Instruction and Equity

Hiring and Retention Practices Recommendations

Desired Outcomes:

Develop a training process for all hiring/interview committee members

Program Activities	Timeline	Measures/Indicators	Who's Responsible
Identify/Create a training process for administrators and teacher leaders so that responsibility for training staff is shared	Fall 2021	Hiring trainings are offered online and in person multiple times and dates each year (nights, weekends) Stakeholders are made aware of trainings through a variety of media and languages	Superintendent

Hiring and Retention Practices Recommendations

Desired Outcomes:

Ensure that underrepresented groups are included on hiring/interview committees

Program Activities	Timeline	Measures/Indicators	Who's Responsible
Review past practices in committee selection to remove barriers to inclusion of individuals from protected classes/ underrepresented groups	Fall 2021	Interview committees include individuals from protected classes and underrepresented groups	Building Administrators overseen by Superintendent and Assistant Superintendent

Desired Outcomes:

Seek feedback from recent hires on their experience with the hiring process and onboarding in the district

Program Activities	Timeline	Measures/Indicators	Who's Responsible
Collect authentic information on interview process and onboarding	Winter 2022	At mid-year and end of year -new hires will be asked to reflect on three things that worked Establish an exit interview process	Superintendent Assistant Superintendent

Hiring and Retention Practices Recommendations

Desired Outcomes:

Foster a connection between new hires and the staff affinity groups

Program Activities	Timeline	Measures/Indicators	Who's Responsible
Provide connection between new hires and staff affinity groups	Fall 2021	<p>At mentorship training, affinity group representatives will present</p> <p>Mentors will be trained in how to connect new hires to affinity groups</p> <p>Staff will be provided with unassigned time to meet on Superintendent's Conference Days for cross-school collaboration/initiatives.</p>	Building Administrators

Curriculum and Instruction Recommendations

Desired Outcomes:

Departments, teachers, and students assess the existing curriculum for culturally responsive pedagogy and places for improvement.

- Create “best practices”, “discussion protocols” and “language norms” for each department/level that align with the NYSED Culturally Responsive-Sustaining Education Framework

Program Activities	Timeline	Measures/ Indicators	Who’s Responsible
Complete a DEI Culture and Climate Survey <ul style="list-style-type: none"> ● DEI Climate Survey ● DEI Climate Survey results ● DEI Climate Survey review and data analysis ● DEI Climate Post Survey 	Quarter 1 Quarter 2 Quarter 3 Quarter 4	Selection of survey instrument <ul style="list-style-type: none"> ● Panorama ● Thoughtex change Pre and Post DEI Climate Survey	Administration, DEI Core Team, Teacher Leaders

Curriculum and Instruction Recommendations

Desired Outcomes:

Departments, teachers, and students assess the existing curriculum for culturally responsive pedagogy and places for improvement.

- Create “best practices”, “discussion protocols” and “language norms” for each department/level that align with the NYSED Culturally Responsive-Sustaining Education Framework

Program Activities	Timeline	Measures/ Indicators	Who’s Responsible
<p>Teacher Leaders & Departments will work to assess that our schools have welcoming and affirming environments.</p> <ul style="list-style-type: none"> ● Identify a Checklist for Departments and Teams to use to review the DEI Culture and Climate Survey ● Reassess the classroom environments and measure improvements using the DEI checklist ● Department leaders schedule voluntary peer walkthroughs 	<p>Fall 2021</p> <p>Fall 2021</p> <p>Quarter 2</p> <p>Quarter 3</p>	<p>Pre and Post Self Checklist of a Welcoming and Affirming Classroom Environment</p> <p>Walkthrough Peer Checklist Welcoming and Affirming Classroom Environment</p>	<p>Administration, DEI Team & Teacher Leaders</p>

Curriculum and Instruction Recommendations

Desired Outcomes:

- Departments, teachers, and students assess the existing curriculum for culturally responsive pedagogy and places for improvement.
 - Create “best practices”, “discussion protocols” and “language norms” for each department/level that align with the NYSED Culturally Responsive-Sustaining Education Framework

Program Activities	Timeline	Measures/ Indicators	Who's Responsible
<p>Building level departments at MS and HS and grade levels at Springhurst are to review the curriculum to assess that it fosters high expectations and provides a rigorous curriculum that supports the CR-SE Framework</p> <ul style="list-style-type: none"> ● Select one unit or multi-day lesson for the department to review and revise (lesson/unit that will be implemented in late spring) ● Review the checklist that will be used to assess our units and lessons ● Collaboratively assess areas of strength and improvement and gather resources for the lesson/unit ● Design lesson/unit ● Implementation of re-designed Culturally Responsive lesson/unit ● Review lesson/unit outcomes 	<p>Fall 2021</p> <p>Fall/Winter 2021-2022</p> <p>Winter/Spring 2021 -2022</p> <p>Spring 2022</p>	<p>DEI Instructional Checklist and NYSED resources from CR-SE Framework and ESSA Plan</p>	<p>Administration, Teachers, Teacher Leaders, and DEI Team</p>

Professional Learning Recommendations

Desired Outcomes:

Unpacking the components of the Culturally Responsive-Sustaining Education Framework so that teachers can **employ common language**

Program Activities	Timeline	Measures/Indicators	Who's Responsible
Distribute copies of the CR-SE Framework to all staff and teachers	New Teacher Orientation and the Superintendent Conference Day	Administrators for distribution	Administrators for distribution
Analyze and unpack the CR-SE Framework in small chunks by Departments/Grade Level teams <ul style="list-style-type: none"> • First priority is unpacking and understanding the language used in the glossary • Development of a scope and sequence for unpacking the CR-S Education Framework 	Ongoing	Following each meeting, develop an exit ticket that asks participants to reflect on one thing they have learned that they can apply to their practice and what wonderings/questions they still have	Department/Grade Leaders, Assistant Superintendent and DEI Teacher Leader
Cross grade/building/content area conversations around common language of CR-SE Framework	Ongoing	Designated facilitators create an agenda and share summary of sessions	Facilitators, Assistant Superintendent and DEI Teacher Leader
Encouragement of staff, teachers and administrators to utilize the language of the CR-SE Framework	Ongoing	Teacher observations/ lesson planning, faculty/department/team meetings	Staff, teachers and administrators

Professional Learning Recommendations

Desired Outcomes:

Building demonstrable **cultural competencies/proficiencies** around **anti-bias, anti-racist, ableism, and gender** lenses and be actionable: provide resources, teaching strategies, or units that can be implemented in the classroom right away

Program Activities	Timeline	Measures/Indicators	Who's Responsible
Determine the DEI professional development and resources needed for each building	Fall 2021	Teacher and staff engagement with professional development opportunities Classroom artifacts - teacher and student Classroom observations Use Google form to solicit ideas and obtain feedback	Building administrators, Building level DEI committees, Department/Grade level leaders and DEI Teacher Leader
Provide opportunities for ongoing needs assessment	Ongoing	Determination of new and emerging needs collected via Google Forms	Building level DEI committees and DEI Teacher Leader
Provide and curate ongoing resources/materials for staff and teachers to develop classroom activities that are culturally responsive	Ongoing	Google folder of materials	Building level DEI committees and DEI Teacher Leader
Identify teacher book clubs and professional learning communities	Ongoing	Trainings and conferences Identify teacher book club opportunities	DEI Teacher Leader and staff/teacher volunteers
Create and organize professional development opportunities for staff and teachers	Ongoing	Trainings and conferences Footprints and evidence in student work and classroom environment	DEI Teacher Leader and staff/teacher volunteers

Professional Learning Recommendations

Desired Outcomes:

Provide opportunities for teachers to build their capacity in strategies for implementing Culturally Responsive-Sustaining Education Framework competencies into **lessons** and **curriculum planning**

Program Activities	Timeline	Measures/Indicators	Who's Responsible
Application of CR-SE Framework to lessons and/or curriculum - refer to Curriculum and Instruction Recommendations <ul style="list-style-type: none"> Utilize "in-house" expertise Partner with surrounding Districts Utilize outside providers if necessary 	Ongoing	Teacher lesson observation (Danielson Framework)	Building administrators, Department/Grade level leaders, DEI Teacher Leader, Assistant Superintendent
Creation of building level DEI Committees	Fall 2021	Meeting schedules/agendas/minutes	Assistant Superintendent, Building administrators and DEI Teacher Leader
Capacity building around CR-SE Framework for Department/Grade level leaders and Building Level DEI Committees	Ongoing	Meeting schedules/agendas/minutes	Assistant Superintendent, Building administrators and DEI Teacher Leader