



**Dobbs Ferry Union Free School District  
Diversity, Equity, and Inclusion (DEI) Plan Status  
2023-24**

**Background:** The district's DEI plan continues to underlie much of our work across the district including our district and building goals (*see Appendix A*) and our day-to-day operations. For the 2023-24 school year, the plan was to be integrated into the district's revised Strategic Plan, but that work is now delayed until the 2024-25 school year. During the current year, we have focused our work on the [Culturally Responsive-Sustaining Education \(CR-SE\) framework](#) from the NYS Department of Education. This framework is a key component of the district's DEI plan and consists of four principles:

1. **Welcoming and affirming environment:** A welcoming and affirming environment feels safe and students and staff members alike have a feeling of belonging. It is a space where people can find themselves represented and reflected, and where they understand that all people are treated with respect and dignity. The environment ensures all cultural identities (i.e. race, ethnicity, age, gender, sexual orientation, disability, language, religion, socioeconomic background) are affirmed, valued, and used as vehicles for teaching and learning.
2. **High expectations and rigorous instruction:** High expectations and rigorous instruction prepare the community for rigor and independent learning. The environment is academically rigorous and intellectually challenging. Instruction includes opportunities to use critical reasoning, take academic risks, and leverage a growth mindset to learn from mistakes.
3. **Inclusive curriculum and assessments:** Inclusive curriculum and assessment elevate historically marginalized voices. It includes opportunities to learn about power and privilege in the context of various communities and empowers learners to be agents of positive social change. It provides the opportunity to learn about perspectives beyond one's own scope. It works toward dismantling systems of biases and inequities, and decentering dominant ideologies in education.
4. **Ongoing professional learning:** Ongoing professional learning is rooted in the idea that teaching and learning is an adaptive process needing constant reexamination. It allows learners to develop and sharpen a critically conscious lens toward instruction, curriculum, assessment, history, culture, and institutions. Learners must be self-directed and take on opportunities that directly impact learning outcomes.

**2023-24 Status**

<b>Principle 1: Establishing a welcoming and affirming environment</b>			
<b>Policy</b> Examples include but are not limited to the following	<b>Program</b> Examples include but are not limited to the following	<b>Practices</b> Examples include but are not limited to the following	<b>Outcomes</b>
<p><b>Policy 0115, Student Harassment and Bullying Prevention and Intervention</b> In addition to the required policy changes from the NYSSBA policy service, the policy committee is reviewing Regulation 0115 to align with practices in place and/or practices being considered under the revisions to Policy 5300, Code of Conduct.</p> <p><b>Policy 5100, Student Attendance Administration</b> and school-based MTSS teams continue to focus on chronic absenteeism, particularly for student subgroups. Parent communication and intervention strategies are in place to address this.</p> <p><b>Policy 5300, Code of Conduct Administration</b> is reviewing this policy through the lenses of NYSED guidance documents including:</p> <ul style="list-style-type: none"> <li>● <i>Culturally Responsive-Sustaining Education (CR-SE) framework</i></li> <li>● <i>Recommendations for Reducing Disparities in and Reforming</i></li> </ul>	<p><b>Student co-curricular clubs:</b> Based on student choice/feedback, we have moved from separate affinity groups to more inclusive social justice club. In addition, the following related clubs are currently in place:</p> <p><u>High School:</u></p> <ul style="list-style-type: none"> <li>● Women’s empowerment</li> <li>● GSA</li> <li>● International</li> <li>● Kindness</li> <li>● Hands-in</li> <li>● Gender equality</li> </ul> <p><u>Middle School:</u></p> <ul style="list-style-type: none"> <li>● No Place for Hate</li> <li>● Girls Who Code</li> <li>● Student Government</li> <li>● Social Justice Alliance</li> </ul> <p><u>Springhurst:</u></p> <ul style="list-style-type: none"> <li>● Introduction to Social Justice</li> </ul> <p><b>Student Extracurricular Teams:</b> Based on inclusive practices and student request/interest, the following teams are currently in place or will be added to our offerings in 2024-25:</p> <ul style="list-style-type: none"> <li>● Unified Sports: bowling and basketball</li> <li>● Girls flag football</li> </ul>	<ul style="list-style-type: none"> <li>● Training for administrators and counselors on restorative practices</li> <li>● Presented protocols to hiring committees at Springhurst, MS, and HS</li> <li>● Advertised job openings on social and news media outlets to attract diverse candidates</li> <li>● Participated in college and university sponsored job fairs.</li> <li>● Participated in the LHSCPA Diversity Job Fair</li> <li>● Participated in LHSCPA workshops and meetings centering diversity.</li> <li>● Translation services for school communication and conferences</li> <li>● Establish exit interviews</li> <li>● Posted open positions on County organizations hiring site</li> <li>● Building administrators discussions with students to increase involvement by all</li> <li>● Examine all aspects of students’ behaviors and view through different lenses</li> <li>● Building administrators established</li> </ul>	<ol style="list-style-type: none"> <li>1. Decrease in chronic absenteeism each quarter across the district and in subgroup populations in particular.</li> <li>2. Decrease in negative student behaviors and in bullying and harassing behaviors in particular.</li> <li>3. Increase the skills of staff members related to the use of restorative practices in certain disciplinary situations</li> <li>4. Increase the diversity of our staff to better reflect the demographics of the student body.</li> <li>5. Increase in secondary student participation in extra-classroom clubs and extracurricular teams each season.</li> <li>6. Collect data from exit interviews to analyze</li> <li>7. Increased number of applicants to posted position</li> <li>8. Established relationships with college and university career offices</li> <li>9. Established relationships with other hiring organizations</li> <li>10. Increased club offerings for students</li> <li>11. Increased participation in extracurricular activities and clubs by students</li> <li>12. Provide consequences that are more equitable and fair to all students</li> <li>13. Decrease in student absences</li> </ol>

<p><i>School Discipline in New York State</i> (including a restorative justice component)</p> <ul style="list-style-type: none"> <li>● <i>Creating a Safe, Supportive, and Affirming School Environment for Transgender and Gender Expansive Students,</i></li> <li>● The NYSSBA policy service model code of conduct, NYS education law including the Dignity for All Students Act (DASA), and NYS Commissioner’s Regulations.</li> </ul> <p><b>Policy 5410, Head Lice (Pediculosis)</b> Clarified that students are not to be excluded from school</p> <p><b>Policy 8130.2, Workplace Violence Prevention</b> Worked in collaboration with bargaining unit leadership to establish policy and practices related to the NYS requirements</p>	<ul style="list-style-type: none"> <li>● Modified cross-country</li> </ul> <p><b>Positive Behavior Intervention and Supports:</b></p> <ul style="list-style-type: none"> <li>● Describe middle school program</li> <li>● Workplace Violence Prevention Training created</li> </ul>	<p>absence protocols to involve parent communication</p> <ul style="list-style-type: none"> <li>● Establish district protocols for lice intervention and prevention</li> <li>● All district employees completed training</li> </ul>	<p>14. Less students excluded from school or being stigmatized because of lice protocols</p> <p>15. District protocols and practices established in HR</p>
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<b>Principle 2: High expectations and rigorous instruction</b>			
<b>Policy</b>	<b>Program</b>	<b>Practices</b>	<b>Outcomes</b>
<p><b>Policy 1420, Complaints About Curricula or Instructional Materials</b> Developing a process that allows a systematic method for addressing complaints that minimizes disruptions to teaching and learning.</p> <p><b>Policy 4810, Teaching About Controversial Issues</b> Worked in collaboration with the DFUT to develop this policy that provides teachers needed guidance and a safe space to provide certain instruction.</p>	<p>Conducted and analysis of curriculum Conducted ELA Pilot Program K-5 Continuous implementation of Illustrative Math G&amp;R Consulting for Integrated Co-Teaching (ICT) teachers R-BERN Consulting for ENL MTSS Development</p>	<p>Consulting with faculty, staff, and administrators Analyze data to determine student needs Establish building level MTSS practices and procedures</p> <p>Focusing training and feedback on improved instructional practices using models such as <i>Roshenshine's Principles of Instruction</i> and Cognitive Load Theory.</p>	<ol style="list-style-type: none"> <li>1. Building administrators, Special Education Administrators, District Administrators, ELA, and math coordinators work to form ICT partnerships and analyze curricular needs</li> <li>2. Formation of a District Wide Data Team</li> <li>3. Continuous professional development around the Science of Reading aligned ELA practices</li> <li>4. Continuous DEI goal setting based on the CR-SE Framework</li> </ol>
<b>Principle 3: Inclusive curriculum and assessments</b>			
<b>Policy</b>	<b>Program</b>	<b>Practices</b>	<b>Outcomes</b>
<p><b>Policy 4200, Curriculum Management</b> Reviewed this policy to ensure:</p> <ol style="list-style-type: none"> <li>1. Alignment of new ELA pilot and program adoption meet the expectations that instruction will "Focus on the content standards of each discipline and ensure that what students learn is rigorous, challenging and represents the most important learning for students."</li> <li>2. That curriculum review processes include a lens of cultural diversity</li> </ol>	<ol style="list-style-type: none"> <li>1. Conducted an analysis of the K-5 ELA Curriculum</li> <li>2. Conducted ELA Pilot Program K-5</li> <li>3. Adopted an instructional program that meets the diverse needs of our learners and teachers with text selections from a wide spectrum of cultures.</li> <li>4. Continuous implementation of Illustrative Math</li> <li>5. Continuing the training for and implementation of adapted physical education for students with</li> </ol>	<ol style="list-style-type: none"> <li>1. Building the competency of the leadership team</li> <li>2. Building a deeper understanding of researched ELA practices with the building leadership</li> </ol>	<ol style="list-style-type: none"> <li>1. Formation of a District wide data team</li> <li>2. Recommendation of a structured Literacy Program K-5</li> <li>3. Alignment of tier 1 curriculum with tier 2/3 support</li> <li>4. Alignments of assessments to better determine student needs</li> </ol>

in our programs that reflects our student and community demographics	disabilities. 6. Ongoing development of MTSS in each building		
<b>Principle 4: Ongoing professional learning</b>			
<b>Policy</b>	<b>Program</b>	<b>Practices</b>	<b>Outcomes</b>
N/A	<ol style="list-style-type: none"> <li>1. Developing new Professional Learning Plan with required stakeholder groups</li> <li>2. Developing Comprehensive School Counseling Plan</li> <li>3. Focused work on IEP writing for specific goals</li> </ol>	<ol style="list-style-type: none"> <li>1. ICT instructional coaching with G&amp;R</li> <li>2. ENL trainings with R-BERN</li> <li>3. Diversity trainings with Center Lane</li> <li>4. Restorative practices training under SWBOCES RECOVS grant work</li> <li>5. Check-in meetings with building administrators with Assistant Superintendent of Curriculum, Instruction and Equity and K-12 Diversity, Equity and Inclusion Teacher Leader</li> <li>6. See additional documentation of PD throughout the year.</li> </ol>	<ol style="list-style-type: none"> <li>1. Creation of building level DEI Committees</li> <li>2. Offer school-based professional development opportunities according to the needs of each building</li> <li>3. Provide an ongoing list of professional development opportunities for teachers and staff to participate in</li> <li>4. Increased participation in DEI professional development</li> <li>5. New Teacher Orientation Development with a focus on DEI practices and thinking</li> <li>6. Ongoing collaboration with the PTSA Diversity Committee</li> <li>7. Curated resources provided by Library Media Specialists, K-8 Literacy Coordinator, DF Public Librarians</li> </ol>

## APPENDIX A

### 2023-2024 District Goals

***Our Vision:*** Independent Thinkers Prepared to Change the World

***Our Mission:*** 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.

***Our Strategic Points of Focus:*** We will continuously work to create the best possible conditions for effective teaching and learning by focusing on the following areas:

- **Curriculum Development and Implementation:** By creating, adapting, and/or adopting rigorous Tier 1 curriculum that aligns with the International Baccalaureate standards; contains diverse perspectives and experiences; reflects the and develops/enhances students' on grade-level abilities in reading, writing, listening and speaking, and mathematical understandings; and, as a result, students' thinking abilities as applied to a variety of complex problems, we will continuously work to improve student outcomes.
- **Instruction:** By developing/enhancing our instructional staff's teaching abilities through an understanding of how students learn, research-informed instructional techniques and frameworks including the Response to Intervention (RtI)/Multi-Tiered System of Supports (MTSS) model, and effective feedback models from peers and supervisors, we will continuously work to improve student outcomes.
- **Assessments:** By developing and enhancing clear understandings of the design and purpose(s) of effective assessments and how they can be utilized to improve instruction, by carefully selecting those assessments that we will use to measure student learning, and by supporting the data literacy of faculty and administration, we will continuously work to improve student outcomes.
- **Positive School Climate and Culture:** By developing a welcoming school environment that is reflective of the diversity present in the larger community where 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; by providing explicit instruction and structured interventions in social-emotional learning and executive functions that have a sound basis in educational research; by aligning our work with the International Baccalaureate Learner Profile; and by developing/enhancing our staff's abilities to identify, understand, and improve positive student behavior, we will continuously work to improve student outcomes.
- **Recruitment, Retention, and Development of Personnel:** By investing in promising culturally relevant practices for employee recruitment; by intentionally recruiting well-qualified staff that reflect our students' demographics; and by providing ongoing, targeted professional learning opportunities, and proven methods of evaluation and feedback, we will continuously work to improve student outcomes.
- **Family and Community Communications and Engagement:** By engaging in consistent and meaningful two-way communication with parents and families, and by inviting parents, families, and the community to participate in important initiatives, we will continuously work to improve student outcomes.
- **Long-Range Planning for District Facilities and Finances:** By developing long-range financial and facilities plans that allow us to continue to provide excellent programs and opportunities for students in safe, secure, and welcoming environments, we will continuously work to improve student outcomes.

**Goal 1:** By June 2024, the District will complete the revision of a **Program Plan for our Students with Disabilities** across the continuum of services that will include a description of each program, the expected outcomes, and a profile of eligible students for each program. *(Policies 4321, 4325, 4326, and 4327)*

**Goal 2:** By June 2024, the District will complete a review of the **K-8 Literacy and ELA program** and detail the adjustments, changes, and/or training is needed to improve student outcomes in reading and writing. *(Policies 4000 and 4200)*

**Goal 3:** By June 2024, the District will begin implementation of the **framework for our K-12 Multi-Tiered System of Supports Plan**. This includes focused work on our Tier 1 (core) curriculum and instruction at each level and specific assessments and intervention strategies that are being used for Tiers 2 and 3. *(Policies 4000, 4321, 4321.2, 4325, 4326, and 4750)*

**Goal 4:** By June 2024, the District will review, revise, and adjust timelines as necessary to continue the implementation of the **Diversity, Equity, and Inclusion District Plan**. *(Policies 0105, 4321, and 4326)*

**Goal 5:** By June 2024, the District will refine the **Comprehensive Long-Range Facilities Plan** that reflects current and anticipated needs and best practices in facilities management. *(Policies 7000, 7100)*

**Goal 6:** By June 2024, the District will develop a **Wellness Framework** for how we are explicitly addressing/supporting student and staff wellness. *(Policy 5405)*

**Goal 7:** By June, 2024, the District will review and revise our **professional development plan** and **district mentoring plan** for instructional staff to align with promising practices and research-informed strategies. *(Policies 4000, 4321, 4520, and 9700)*

**Goal 8:** By June 2024, the District will develop a **framework for a job-specific training plan** for non-instructional staff. *(Policy 9000)*

**Goal 9:** By June 2024, the District will develop and implement a **personnel management structure** that will manage and refine the District's *Personnel and Selection of Staff Plan* and associated policies and practices. *(Policies 0100, 3120, 4321, and 9420)*

**Goal 10:** By June 2024, the District will develop a Long-Range **Financial Plan** that identifies areas of investment, sources of revenue, areas of risk and associated mitigation plans, and known and anticipated conditions in all areas of operations. *(Policies 6000 and 6100)*