

Professional Development/Staff Support

Goal Statement:

Provide ongoing professional development for all staff centered on topics of diversity, equity, and inclusion with the outcome of creating an inclusive community and addressing implicit bias among all staff within the buildings.

Desired Outcome:

Research and develop a glossary of culturally responsive vocabulary for use across all schools in age-appropriate language when used with students.

Rationale:

Understanding and sharing a common language is essential to creating an inclusive environment and especially necessary for discussing multiple viewpoints and ideas.

Activities	Timeline	Measures	Who is responsible
Review the glossary for the CRSE framework and identify key terms for an abridged Pearl River Schools glossary.	Summer 2023	Abridged Pearl River Glossary available for all teachers and staff	Assistant Superintendent and Principals
Analyze and unpack the Pearl River Glossary with building DEI Committees and faculty in all schools	Fall 2023	Meeting agendas, materials and resources	DEI Committee members and school based administrators
Cross grade/building/content area conversations around common language of the glossary	Fall 2023	Designated facilitators create an agenda and share summary of session	DEI Committee members and school based administrators
Developmentally appropriate visual cues and representation around the buildings and district offices to reinforce understanding and keep essential terms in the forefront	Ongoing	Bulletin Boards, hallways, classrooms	Staff, teachers and administrators

Desired Outcome:

Research best practices to create professional development activities for faculty/staff.

Rationale:

Teacher voice and input into their professional development allows for differentiated learning opportunities based on existing expertise and target professional growth.

Activities	Timeline	Measures	Who is responsible
Administer an Initial Needs assessment - ask staff and teachers what resources/PD they need/want	September/October 2023	Google form (with suggestions of possibilities/options)	Possibly building level DEI committees or Department/Grade level leaders and building administrators
Provide opportunities for ongoing needs assessment	Ongoing	Google form Needs Assessment	Building level DEI committees and building administrators
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 Assistant Superintendent for Curriculum & Instruction
Identify and organize PD opportunities for staff and teachers	Ongoing	Repository of PD opportunities available to staff and archiving staff training via Frontline/My Learning Plan	staff/teacher volunteers

Desired Outcome:

Support staff in the implementation of an advisory model, or advisory concept in all buildings

Rationale:

Students will have similar experiences in all buildings and giving students an understanding of when/how is the appropriate time for discussion. It provides an opportunity for teachers to get to

know students on a deeper level.

Activities	Timeline	Measures	Who is responsible
Identify key building-based staff to research and explore an advisory model, or advisory concept for the elementary schools and high school.	January 2024	Meeting agendas and notes. Proposed scheduling solutions	Building-based administrators
Set up opportunities for teachers to observe the advisory model at the Middle School	Winter 2024	Visitation schedule and meeting notes	Building-based administrators
Develop a program for parents about the advisory model and collect parent questions and feedback	Fall 2023	Program presentation Attendance Sheets	Superintendent and Assistant Superintendent

Desired Outcome:

Create DEI Committees at each building to evaluate and assess the needs of the staff.

Rationale:

Establishing building-level teams allows the district to leverage existing expertise, create greater capacity, and grow a sustainable professional learning community.

Activities	Timeline	Measures	Who is Responsible
Solicit interested staff to serve on DEI Committees.	Fall 2023	Google Form with staff feedback	Assistant Superintendent
Establish meeting schedule for 2023-2024	Fall 2023	Meeting schedule posted to DEI web pages.	Building administration
		Goals posted to	

Establish DEI goals for each building team	Fall 2023	building level and District DEI webpages	Building administration
Establish a feedback loop for staff	Fall 2023	Google Form for staff feedback	Building administration

Community Education

Proposed Outcome:

Ensure that the Pearl River School District has a continued commitment to communicating with all district stakeholders about any substantive changes related to work on Diversity, Equity, and Inclusivity in Education (DEI). Communications would be posted on the District's website.

Rationale:

Transparency and timely communication increases trust among stakeholders and allows for collecting feedback and sharing viewpoints.

Program Activities	Timeline	Measure	Who is Responsible
DEI page created on the District homepage linked to the top navigation bar	Summer 2023	Webpage designed and uploaded	Asst. Supt. for HR and Community Services
The DEI page linked under the For Parents tab at each school	Summer 2023	Webpage linked to school pages.	Asst. Supt. for HR and Community Services
All DEI information is posted on DEI web pages.	Ongoing beginning Fall 2023	Timely information shared with parents and the community	Asst. Supt. for HR and Community Services
Include DEI information in the monthly e-newsletter.	Ongoing beginning Fall 2023	Monthly e-newsletter	PRSD Communications Specialist

Proposed Outcome:

Establish a mechanism and process for the school community to comment or provide feedback with a 2-way communication loop with the District.

Rationale:

Two-way communication allows for an exchange of viewpoints and ideas.

Activities	Timeline	Measures	Who is responsible
Create Google Form linked to website	Winter 2024	Google Form linked to website	Superintendent's Secretary
Schedule opportunities for in-person meetings with stakeholders	Winter 2024	Agendas and sign-in sheets	Superintendent Assistant Superintendent

Proposed Outcome:

Bridge or strengthen the school-community relationships with local community groups such as realtors, Chamber of Commerce, Rotary, Library, Clergy, etc.

Rationale:

A shared vision and understanding of the District's DEI goals and objectives creates greater community support.

Activities	Timeline	Measures	Who is Responsible
Prepare "Brag Packet" of District publications that highlight the work of the schools	Fall 2023	Electronic resource and printed materials	Asst. Supt. for HR and Community Services
Host a "meet and greet" with local community partners with a tour of the school (s)	Winter 2024	Meeting agenda and presentation Sign-in sheets	Superintendent Asst. Superintendents Building Principals
Visit local community partners and attend one meeting annually.	Ongoing	Meeting schedules	Superintendent
Invite local community partners to school events	Ongoing	Event schedules Letter of Invitation	Asst. Supt. for HR and Community Services Building Principals

Proposed Outcome:

Increase stakeholder participation with existing committees such as PTSA, etc.

Rationale:

Increased participation helps ensure communication, feedback opportunities, and exchanging viewpoints and ideas.

Activities	Timeline	Measures	Who is responsible
Research and develop a survey to explore barriers to participation for parents and community members.	Fall 2023	Google Form for feedback Surveys at Back to School Night	PTSA Leadership and Office of HR and Community Services

Athletics and Extra-Curricular Activities

Proposed Outcome:

Create parent and spectator/audience expectations and a written contract that includes a clause stating that any discriminatory statement (s) will be met with swift action.

Rationale:

The New York State Public High School Athletic Association (NYSPHAA) has developed new expectations and rules for behavior at sporting events. All Pearl River School District and community members must work together to achieve the goal of becoming an inclusive community.

Activities	Timeline	Measures	Who is responsible
Review NYSPHSAA rules and parent/student athlete contract at parent meetings	Fall 2023 and ongoing every season	Meeting agendas and sign-in sheets	Athletic Director and coaches
Class assemblies Grades 7-12 to review behavior expectations	Fall 2023	Assembly materials	Athletic Director and building administrators
Behavior expectations signage and fields and inside gymnasiums	Fall 2023	Signage completed and visible in all district athletic spaces	Athletic Director and Director of Facilities

Proposed Outcome:

Develop and host a Trade/Career Fair to complement the College Fair.

Rationale:

Promoting the trades reinforces multiple pathways for student success and can help remove the stigma associated with not choosing a four-year college path for every student.

Activities	Timeline	Measures	Who is responsible
Form a K-12 committee to promote careers and organize the Trade/Career Fair	Winter 2024	Number of community trade participants Number of law enforcement, military and civil service career participants Number of students and family attendance	K-12 Career Committee
Outreach to BOCES, local businesses and trade unions	Late fall 2023	List of participants committed to the event Communication materials	K-12 Committee
Research and develop a senior internship program	Fall 2024	Resources and materials collected about local school district senior internship programs Draft possible program for Pearl River	Assistant Superintendent Building administrators

Proposed Outcome:

At least one field trip annually, which is educational and culturally diverse. Assemblies, or other in-school special experiences may be alternatives when field trips are not possible.

Rationale:

Although "fun trips" will remain at "stepping up" grades (4, 7, and 12), other trips, (assemblies, special in-school experiences) should be designed to enhance the curricular program and include efforts to

celebrate diversity and a variety of cultures.

Activities	Timeline	Measures	Who is responsible
Develop field trips aligned with NYS standards for cultural competence.	Beginning Fall 2023	List of 2023-2024 Field Trips Staff/student feedback	Teachers and administrators
Seek alternative virtual "field trips" to strengthen cultural competencies	Beginning Fall 2023	List of alternative opportunities by grade level Staff/student feedback	Teachers and administrators

Student Supports

Goal Statement

Provide ongoing support for students, inclusive of topics related to diversity, equity, and inclusion, with the outcome of developing an understanding of the impact of words and actions in order to create and sustain a welcoming and affirming environment.

Proposed Outcome:

Review student discipline procedures and the code of conduct.

Rationale:

Student discipline practices should be aligned with research based restorative practices. Students will learn empathy and awareness of the effects of their actions and behavior on others.

Activities	Timeline	Measures	Who is responsible
Convene a committee for the review of the Code of Conduct	Winter 2025	Revised Code of Conduct for the 2024-2025 school year	Building administrators
Research best practices in addressing student discipline, in-school suspensions and out-of-school suspensions	Fall/Winter 2024-2025	Meeting notes from visits to other schools Resources, materials, and presentations	Committee members

Revise the Code of Conduct to include alternatives to suspension	Winter/Spring 2025	Revised Code of Conduct for Public Hearing	Building administrators
Create implementation plans for suspension alternatives	Spring 2025	New and revised plans for suspension alternatives	Building administrators and school-based counseling/clinical staff
Create re-entry plans for in-school and out-of-school suspensions at all levels	Spring 2025	New and revised plans at all levels	Building administrators and school-based counseling/clinical staff
Develop a list of outside resources for families	Spring/Summer 2025	List available for families at all levels and posted to webpages	School-based counseling and clinical staff

Proposed Outcome:

The district will promote inclusion and equitable access to resources and programs.

Rationale:

Student social and emotional well-being (SEL) is strengthened when students and their families feel included and have full access to all curricular and non-curricular programs.

Activities	Timeline	Measures	Who is responsible
Review and implement programs, curriculum, and SEL tools	Ongoing	RULER training for all staff Advisory model, advisory concept Scope and Sequence lessons	School-based staff <ul style="list-style-type: none"> ● teachers ● clinicians ● administrators
Research opportunities for inclusive clubs. Review student club offerings.	Ongoing (annually)	Club enrollment numbers and regular participation New offerings for inclusive clubs	School-based staff, PTAs

Review scheduling alternatives to allow more access to clubs	Winter 2024	Club enrollment numbers and regular participation	School-based staff
Research an advisory model, or concept for all schools	Winter 2024	Recommendation from schools for implementation of model, or an alternative	School-based staff
Review opportunities for students to access mental health supports	Ongoing beginning Fall 2023	Specialized support groups for students - grief, Banana Splits, Recovery groups	Clinical staff Counselors

Proposed Outcome:

The District will actively recognize, promote, and celebrate diversity.

Rationale:

Diversity strengthens learning experiences for ALL students and families.

Activities	Timeline	Measures	Who is responsible
Monthly recognitions and celebrations	Ongoing beginning Fall 2023	Monthly artifacts, bulletin boards, curricular focus and special events	Classroom teachers Building-based staff
Schedule field trips, visits, and events that promote and celebrate diversity	Ongoing beginning Fall 2023	Increased offerings for trips and events with a cultural focus	Classroom teachers Building-based staff
Survey students to assess student and school connectedness and the effectiveness of recognition efforts	Winter 2024	Google Survey for students Action items based on student choices	Classroom teachers Building-based administrators

Curriculum Materials

Proposed Outcome:

The Pearl River River School District curriculum and learning environment will reflect and celebrate different backgrounds, cultures, and perspectives, inclusive of those from within Pearl River and beyond.

Rationale:

All students benefit from exposure to diversity in culture, backgrounds, perspectives, and views.

Activities	Timeline	Measures	Who is responsible
Review/audit curriculum for a variety of examples of diversity	Winter 2024	Redesigned units of study at each grade level	Classroom teachers Assistant Superintendent
Create a K-12 map of the existing curriculum where diversity is embedded and celebrated.	Winter 2024	Revised curriculum maps	Assistant Superintendent Curriculum Advisory Council
Utilize Survey/Focus Groups with MS/HS students to gauge familiarity with culturally responsive teaching and learning	Fall 2025	Google Form survey and results	Building-based staff Curriculum Advisory Council
Engage faculty in curriculum revision.	Fall 2025	Revised lessons and curriculum maps	Classroom teachers Building administrators Assistant Superintendent

Proposed Outcome:

Provide students with opportunities to learn and think independently about instances of discrimination with developmentally appropriate materials and discussions. Students will be exposed to alternative/complementary perspectives and curricular resources that provide multiple differing viewpoints.

Rationale:

All families have cultural capital, knowledge, abilities, and networks that can be leveraged in classrooms, and a wide range of perspectives benefit all students. Students will learn to build alliances across differences to eradicate all forms of discrimination.

Activities	Timeline	Measures	Who is responsible
Identify specific experiences and opportunities students have to learn and think independently about discrimination, differing perspectives and viewpoints.	Winter/Spring 2024	List of curricular opportunities and experiences currently in place	Classroom teachers Curriculum Advisory Council Assistant Superintendent
Review BOE policies related to the teaching of alternative viewpoints.	Winter/Spring 2024	Policy revisions if necessary Teachers demonstrate awareness of BOE policy	Superintendent Board of Education
Engage faculty, CAC, and parent organizations to discuss pathways and obstacles	Winter/Spring 2024	Meeting agendas Sign-in sheets	Superintendent Building administrators Curriculum Advisory Council

Proposed Outcome:

The Pearl River Schools will support a wide variety of learning styles, strengths, and abilities. Students will have opportunities to see themselves, and others, in the curriculum and materials used during instruction and in the classroom environment.

Rationale:

Students who experience academic success are prepared for rigor and independent learning. Students will understand themselves as contributing members of an academically-rigorous, intellectually-challenging school and classroom community.

Activities	Timeline	Measures	Who is responsible
		Demographic data	Assistant

Review demographics for students enrolled in AP and other higher-level courses.	Winter 2024	charts and data sets for enrollment data in courses/classes from the past five years	Superintendent Building Principals and administrators
Survey high school students about higher level course work and their needs	Winter 2024	Google Form survey for students and results	Assistant Superintendent High School administrators
Administer Learning Styles Survey to elementary and middle school students.	Spring 2024	Learning Styles Survey results	Building administrators Classroom teachers
Develop an action plan to increase participation in higher level courses	Summer 2024	Increased participation in higher-level courses by IEP students and under-represented populations.	Assistant Superintendent Classroom teachers