

cato·meridian
central school district

Diversity, Equity, and Inclusion Committee



Jennifer Dorschel, Curriculum Coordinator;
Rosse Gallagher, Social Studies Teacher;
Rebecca Icker, Fourth Grade Teacher;
Kara Vadala, ENL Teacher;
Michelle Sherman, Parent Representative

Danielle Mahoney, Elementary Principal;
Katharine Gibson, Science Teacher;
Hannah Platt, Third Grade Teacher;
Kristin Cox, Board of Education;
Jillian Reeves, Parent Representatives;

Amy Molloy, Jr.-Sr. High School Principal;
Jenna Landon, Elementary Librarian;
Eric Robinson, Special Education Teacher;
Louis Conn, Student Representative

We will create and sustain safe, nurturing and engaging learning environments for ALL students.



*"Diversity is not our problem. It is our promise."
-- Elijah Cummings*

WELCOMED AND SUPPORTED

- Diversity means a wide range of human qualities and attributes
- Diversity is an educational and social asset for ALL
- Respecting diversity helps us meet the physical, social and emotional needs of ALL



*"Always remember that you are absolutely unique.
Just like everyone else."
-- Margaret Mead*

OPPORTUNITIES TO SUCCEED

- Equity means fair treatment and opportunity for ALL
- Equity is fair access to programs, classes and needed supports
- Equity prepares ALL students to be actively engaged citizens



*"There is only one way to see things, until someone shows us
how to look at them with different eyes."
-- Pablo Picasso*

CULTURES, LANGUAGES AND EXPERIENCES

- Inclusion means recognizing, understanding and accepting ALL
- Inclusion teaches and models respect for ALL
- Inclusion makes ALL feel safe, supported and valued

*"Diversity is
being invited to
the dance.
Inclusion is being
asked to dance.
Equity is allowing
you to choose the
music."
- Cynthia Olmedo*

Our why... District Mission

CM OUR MISSION

Our mission is to encourage growth of individual talent, confidence, and pride in an environment where each person can develop skills and attitudes to become a responsible, understanding, and productive member of a changing society.

Cato-Meridian Central School District is committed to ensuring all students have equal educational opportunities and the resources matched to their individual needs.

Vision:

Small Community, Big Impact!

NYSED: Diversity, Equity and Inclusion Framework and Policy Statement

The New York State Board of Regents launched an initiative to advance diversity, equity and inclusion in schools across the New York State. As first steps in the initiative, the Board released a [policy statement](#) and a [draft framework and call to action](#) for all schools in New York State to develop policies that advance diversity, equity and inclusion as a priority in their schools.

The New York State Board of Regents
Policy on Diversity,
Equity and Inclusion

May 2021



Building Background Knowledge

PRESENTED BY THE PROFESSIONAL DEVELOPMENT UNIT AT CAYUGA-ONONDAGA BOCES

PD PULSE: *DEI Series*

Building Awareness and Support for Diversity, Equity and Inclusion

Build your knowledge and understanding of culturally responsive and sustaining education in small, easy to digest readings and discussions. During this monthly series we will explore various resources, articles and videos to expand our collective understanding and support for equitable and inclusive practices that support all students. Time will be permitted to discuss implications on teaching and learning. Attend any or all sessions, the choice is yours.

Digging Into the Culturally Responsive Sustaining Education Framework

Date: October 28, 2021
Audience: Teachers and Leaders
Time: 3-4PM

During this session, participants will discuss the four principles of the CRSE Framework and will examine each through the lens of various stakeholders. Participants will also be introduced to the Culturally Responsive Sustaining Education Framework briefs.

[CLICK HERE TO REGISTER!](#)

Equality, Equity, and Justice

Date: November 8, 2021
Audience: Teachers and Leaders
Time: 3-4PM

Social justice is not a destination, it is a process—a process of eliminating barriers and providing equitable opportunities and access to resources for all students. During this session, participants will develop a mindset and acquire tools to challenge inequalities within the school system.

[CLICK HERE TO REGISTER!](#)

Getting Clear About Language: What is Identity?

Date: December 9, 2021
Audience: Teachers and Leaders
Time: 3-4PM

During this session, participants will begin to unpack the language in the framework to better understand the multiple identities and perspectives that individuals bring to their experiences (race, disability, socioeconomic, language, gender, religion, etc.).

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PD PULSE: *DEI Series*

Getting Clear About Language: What is Prejudice, Discrimination and Racism?

Date: January 18, 2022
Audience: Teachers and Leaders
Time: 3-4PM

During this session, participants will establish a common understanding of the distinctions between prejudice, discrimination and racism.

[CLICK HERE TO REGISTER!](#)

Getting Clear About Language: What is Bias and What are Microaggressions?

Date: February 16, 2022
Audience: Teachers and Leaders
Time: 3-4PM

During this session, participants will study the physiological origin of bias, discuss the differences between implicit and explicit bias and examine various examples of microaggressions.

[CLICK HERE TO REGISTER!](#)

Discussion of 9 Tips for Framing Brave Conversations About Race and Ethnicity by Sheldon Eakins

Date: March 14, 2022
Audience: Teachers and Leaders
Time: 3-4PM

Use these 9 tips as your go-to reference guide to frame difficult conversations about race and ethnicity in a way that is safe and affirming for students. Participants will go through the 9 tips and discover their application to such conversations.

[CLICK HERE TO REGISTER!](#)

Practical Application: Framing Brave Conversations about Power and Privilege

Date: May 24, 2022
Audience: Teachers and Leaders
Time: 3-4PM

Based on the skills learned in the March 14th session, participants will review and practice brave conversations around power and privilege using the tips.



NYSED Suggested Elements:

- Establish a DEI Committee
- Family and Community Engagement
- Teaching and Learning
- Diverse Schools and Learning Opportunities
- Student Supports, Discipline, and Wellness
- Workforce Diversity



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity



**Welcoming
and affirming
environment**



**High
expectations
and rigorous
instruction**



**Inclusive
curriculum and
assessment**



**Ongoing
professional
learning**



Goal(s): Promote and develop family and community engagement. Monitor and evaluate policies and practices to stimulate innovation and create diverse learning pathways in and around the CMCSD community.

Objectives:

- Create opportunities for families to participate in district and building events.
- Implement a consistent method of communication between families, teachers, community partners and school to build relationships through open dialogue.
- Ensure opportunities for continuous participation in events designed for families by families through our Parent Teacher Organization.



Recommendations:

Short-term (2022-2023)

- Establish Family Engagement Committee
- Grand Reopening- Back to School BBQ
- Paper/digital registration/sport sign up
- P-6 School Counselors offer behavior support through 1-2-3 Magic Webinars
- Organize both during school and after school events for families
- Quarterly District Newsletter
- Quarterly Awards Ceremony to celebrate academic and citizenship

Long-term (2023-2025)

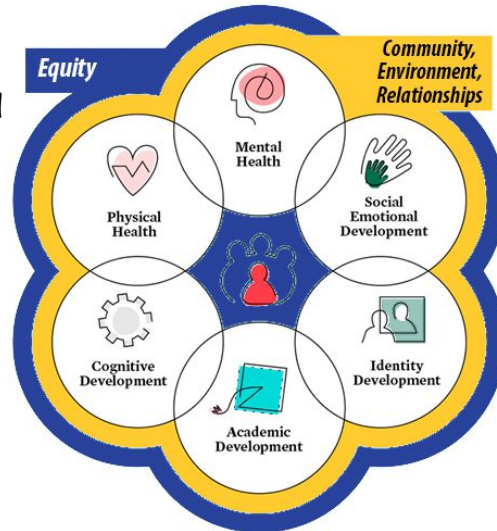
- Work-Based Experiences
- Student-led conferences with data and goal setting (K-12)
- Student and Family Surveys



Goal: Provide diverse learning opportunities for all P-12 students while developing the whole child in any chosen pathway.

Objectives:

- Design opportunities for purposeful collaboration between diverse groups of students.
- District-wide common language to result in respectful discussions and expectations.
- Ensure that all students understand expectations for learning and how these will be assessed.
- Honor and celebrate differences



Recommendations:

Short-term (2022-2023)

- Diverse book list available to students at the ES and HS
- Opportunities to celebrate differences through Peaceful Schools Model, invite speakers, multicultural festival
- Begin looking into Social Studies Standards- cross content connections (elementary, K-4)
- Professional Learning Communities

Long-term (2023-2025)

- Math Needs Assessment/Audit
- New Math Curriculum UPK-6
- Continue to develop and offer diverse course electives to meet the needs of the changing world (Jr-Sr. HS)



Goal: Identify, attract, retain and graduate a diverse student body.

Objectives:

- Focus on identification, preparation and pipeline activities early in future students' development/schooling and involve community and support networks such as K-12 teachers, and community organizations.
- Increase graduation/completion rates of all students.

Recommendations:

Short-term (2022-2023)

- Daily morning meeting (K-6)
- Advisory- Check-in (7-12)
- Ongoing professional development aligned to diverse, equitable, and inclusive learning MTSS alignment

Long-term (2023-2025)

- Work-Based Experiences
- Clubs/organizations ie: Karate, dance, 4H programs (push-in for building use)
- Increased enrichment opportunities for students outside of the school day such as STEAM activities

<u>Grades PreK-6</u>	<u>Grades 7-8</u>	<u>Grades 9-12</u>
<u>Career Awareness:</u>	<u>Career Exploration:</u>	<u>Career Preparation:</u>
Building understanding of a broad scope of careers and how school relates to the world of work	Diving in to learn more specifics about targeted careers that students are interested in	Applying learning through experiences with industry in a career of interest
- Project based learning -Industry tours -Guest Speakers -Field Trips -Career Day	-Project based learning -Information interview -Career fair -Job shadow	-Project based learning -Volunteer experience -Mentoring -Internship -Student-run enterprise -Service learning -Youth Internships -College and Career Fair



Goal: Develop and support students' wellness while providing a safe, and welcoming environment.

Objectives:

- Provide teachers with adequate time to implement a daily morning meeting in the elementary school and an advisory homeroom check-in in the Junior-Senior High School.
- Outline a set of rules and expectations with referrals and consequences in place (discipline), as well as valuing positive actions and reflection.
- Prioritize Social Emotional Learning (SEL)

Recommendations:

Short-term (2022-2023)

- Restorative Practice Training for Staff and Students
 - Restorative Circles (P-6)
 - Peer Mediation (7-12)
- Expand/Participation Extracurricular Clubs
- Professional Development around code of conduct, behavior expectations and discipline

Long-term (2023-2025)

- Peaceful Schools embedded throughout schools for Multi-Tiered System of Support
 - Restorative Circles
 - Peer Mediation



Peaceful Schools[®]
Giving everyone the power to be peaceful.

Goal: Continue to hire and retain highly trained and qualified employees of Cato-Meridian Central School District to offer our students more opportunities and electives while advancing quality learning for vibrant societies.

Objectives:

- Review practices and policies for the recruitment and retention of a diverse workforce in all areas and levels.
- Improve the search procedures and training to ensure inclusive recruitment strategies are uniformly used.
- Collect data about retention and satisfaction in an ongoing manner through climate surveys and exit interviews monitored through Human Resources and the Administrative Team.



Recommendations:

Short-term (2022-2023)

- Multi-tiered approach in professional development to meet teacher/staff needs
- Online application process
- Incentivize staff to get multi-certification

Long-term (2023-2025)

- Seek and support the development of diverse certifications and backgrounds.
- Attend Teacher Fairs at SUNY Campuses (Cortland / Nazareth)
- Grow our own CTE courses offered here on campus using our teachers

Next Steps...



Questions?



Resources:

NYSED Links:

[CRSE Framework](#)

[The Culturally Responsive-Sustaining \(CR-S\) Education Framework Briefs](#)

[Educator Articles](#)