



cato·meridian
central school district

DIVERSITY, EQUITY, AND INCLUSION

**Priorities and
Recommendations**

2022-2025

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DEI Committee Members:

Jennifer Dorschel: Curriculum Coordinator
 Rosse Gallagher: Social Studies Teacher
 Katharine Gibson: Science Teacher
 Jenna Landon: Elementary Librarian
 Danielle Mahoney: Elementary Principal
 Amy Molloy: Jr.-Sr. High School Principal
 Rebecca Icker: Fourth Grade Teacher
 Hannah Platt: Third Grade Teacher
 Eric Robinson: Special Education Teacher
 Kara Vadala: ENL Teacher
 Parent Representative: Michelle Sherman, Mr. and Mrs. Reeves
 Board of Education: Kristin Cox
 Student representative: Louis Conn

District 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

Method/Process:

The DEI committee worked together under the leadership of Curriculum Coordinator, Jennifer Dorschel, to accomplish the following goals:

- Build knowledge and understanding of culturally responsive and sustaining education in small, easy to digest readings and discussions.



- Explore various resources, articles and videos to expand our collective understanding and support for equitable and inclusive practices that support all students.
- Provide recommendations and help measure the progress over time through a process of DEI meetings, working group meetings, research, benchmarking data, and review of feedback from surveys.
- Implement priorities outlined in the 5 year Strategic Plan



Teaching and Learning:

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

Objectives:

- Design group assignments and intentionally mix groups (in class and interdisciplinary), opportunities for purposeful collaboration between different groups of students.
- District-wide common language to result in respectful discussions and expectations.
- Ensure that all students and community understand expectations for learning and how these will be assessed.

Current State- What we do well:

- Core Knowledge Language Arts (CKLA) Core Curriculum
- Smithsonian Science Kits
- Engage NY- Math Curriculum
- Standards-based curriculum, all content areas
- Positivity Project for Social/Emotional Learning ie: Second Step Curriculum K-6
- RTI Services for Tier II/III students in reading/math
- Sunrise Scholars- before-school intervention
- Inclusive Classrooms (SpEd, ENL and BOCES)
- Student work seen in hallways
- Assessments (STAR 360)
- Electives offered with student interest surveys

Challenges- What we need to improve:

- More time for purposeful planning including common planning times- Master schedule modifications
- Student-led enrichment: Student leaders/voice, student council create/organize, Murals- focused on character education
- Ongoing data analysis to guide instructional outcomes
- Personalized learning for all students

Recommendations and Priorities:**Short-term (2022-2023)**

- Diverse book list available to students at the ES and HS
- Opportunities to celebrate differences- Partnership through Peaceful Schools
 - Restorative Circles (elementary), invite speakers from Peaceful Schools
- Begin looking into Social Studies Standards- cross content connections (elementary, K-4)
- Professional Learning Communities- master schedule to accommodate this structure with PD opportunities embedded within staff development days



Long-term (2023-2025)

- Math Curriculum- PK-6 Needs Assessment/Audit
- New Math Curriculum PK-6
- Continue to develop and offer diverse electives to meet the needs of the changing world
- Restorative Circles- training and support P-12

Measurement Tool- How will success be measured

- Teacher Interviews
- Surveys (Staff/Students)
- Data Analysis Review- Star Assessment data, BIMAS data

Budget/Resources- Additional resources needed to accomplish goal

- Professional Learning Communities Implementation Training

Family and Community Engagement

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 CMCS D community.

Objectives:

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

Current State- What we do well

- The Backpack Program provides services to families in need (P-6)
- Sports - attended in-person or livestream access
- Music Concerts, School Musicals
- Parent-teacher conferences
- Christmas Bureau

Challenges- What we need to improve

- Move back to in-person events ie: Early Literacy and Math Family Nights
- Parent Teacher Organization Meetings to occur regularly
- Parent/caregiver resource area - roadblocks like access-how can we support parents in a quick capacity (grab and go type resources/learning opportunities)

Recommendations and Priorities

Short-term (2022-2023)

- Grand Reopening- Backyard BBQ
- Family Engagement Committee
- In addition to paper, add online/digital registration sign up
- P-6 School Counselors offer behavior support through 1-2-3 Magic Webinars

Long-term (2023-2025)

- Community Schools- partner with surrounding businesses to offer internships/work-based experiences to our students prior to graduation



- Student-led conferences with data and goal setting (K-12)
- Student Surveys

Measurement Tool- How will success of goal be measured

- Community Needs Survey
- Analyze attendance at each event in the attempt to reach more families

Budget/Resources- Additional resources needed to accomplish goal

- Event Planning Committee
- Funding for school events involving food

Diverse Schools and Learning Opportunities

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 retention and graduation/completion rates of all students.

Current State- What we do well

- The Devil's Brew- Coffee Shop in the HS (new as 3/25/22)
- Field Trips available to all grade levels
- Extracurricular Clubs
- Sunrise Scholars at Elementary
- Continue HS Tutoring
- Advanced courses offered

Challenges- What we need to improve

- Master schedule conflicts
- Community Partnerships
- Continue to hold high expectations to build advanced course offerings
- Train upperclassmen to tutor junior high students

Recommendations and Priorities

Short-term (2022-2023)

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

Long-term (2023-2025)

- Community Schools
- Clubs/organizations ie: Karate, dance (push-in for building use)



- Increased enrichment opportunities for students outside of the school day such as STEM activities

Measurement Tool- How will success of goal be measured

- Students graduate with diverse experience with community based internships.
- Students complete internships or mentoring within our school and/or community.

Budget/Resources- Additional resources needed to accomplish goals

- Hire Community Liaison
- Community Partners in and out of school



Student Supports, Discipline, and Wellness

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

Objectives:

- The Cato-Meridian master schedule will 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.
- The Cato-Meridian Central School District will outline a set of rules and expectations with referrals and consequences in place (discipline), as well as valuing positive actions and reflection.
- The Cato- Meridian Central School District will prioritize a Social Emotional Learning (SEL) Curriculum at the Junior-Senior High School.

Current State- What we do well

- Second Step- Elementary
- Credit Recovery - Jr/Sr HS
- BIMAS Assessments K-12
- Positivity Project
- Student Clubs, e.g GSA, Banana Splits, New Student Club

Challenges- What we need to improve

- Master Schedule to accommodate:
 - Daily morning meeting (K-6)
 - Advisory Homeroom Check-in (7-12)
- Reactive- Traditional Referral/Consequences
- School Wide Positive Behavior (K-6)
- School-wide Rules and Expectations (PK-12)
- SEL Teacher/Curriculum at Jr./Sr. High School

Recommendations and Priorities



Short-term (2022-2023)

- Restorative Practice Training for Staff and Students
 - Restorative Circles
 - Peer Mediation
- Expand/Participation Extracurricular Clubs

Long-term (2023-2025)

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

Measurement Tool- How will success of goal be measured

- Climate Survey- District/Families/Students (7-12)

Budget/Resources- Additional resources needed to accomplish goal

- Restorative Practice Training- ongoing
- Embedded SEL Trainer (Social Emotional Learning Interventionist)



Workforce Diversity

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 monitored through Human Resources and the Administrative Team.

Current State- What we do well

- Committee review possible candidates for qualifications in a timely manner

Challenges- What we need to improve

- Recruitment efforts considered based on needs of our students/district
- Continue to recruit through OLAS, and larger surrounding cities (ie: Syracuse.com)

Recommendations and Priorities

Short-term (2022-2023)

- Offer all staff ongoing professional development
- Online/digital application process

Long-term (2023-2025)



- Seek and support the development of diverse certifications and backgrounds.
- Attend Teacher Fairs at SUNY Campuses (Cortland)
- Grow our own CTE courses offered here on campus using our teachers for our students such as prospective educators conduct internship hours within our elementary school classrooms.

Measurement Tool- How will success of goal be measured

- Collect data about retention and satisfaction in an ongoing manner through climate surveys monitored through Human Resources and Office of DEI.
- Collect elective interest from students yearly to determine needs.

Budget/Resources- Additional resources needed to accomplish goal

- Ongoing, diverse professional development opportunities



Resources

NYSED Links:

[CRSE Framework](#)

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

[Educator Articles](#)