



Inclusivity (Inclusion + Diversity) is taking diversity and inclusion and turning this into action by creating a school environment of engagement, respect and connection - where ideas, backgrounds and perspectives are tied together in a caring environment.

Diversity means all the ways we differ. Anything that makes us unique is part of this definition of diversity.

Inclusion means bringing together; making someone a part of something bigger and embracing diversity in a beneficial way.

Policies and Procedures

PCSD Inclusivity Advisory Committee

The Inclusivity Advisory Committee provides guidance to the Superintendent of Schools regarding systems, structures, policies, regulations and experiences related to inclusivity. The 24-member advisory committee includes a diverse cross section of volunteers who were chosen by the District Planning Team, after an open application/screening process, based on their experience with diversity and inclusion topics. Among the members are 10 community members.

The purpose of the Inclusivity Advisory Committee is to ensure that PCSD is a place where students, families and staff feel a sense of acceptance, connectedness and validation; a place where diversity and differences are viewed as strengths. The committee will initially meet to analyze multiple types of various stakeholder data to better understand and identify the District's strengths and areas in need of improvement.

Committee volunteers have experience or expertise in diversity and inclusion related to the following areas:

- Culture
- Disabilities
- Ethnicity
- Gender and sexual identity equity
- Mental health
- Race
- Religion and interfaith

New York State Center for School Safety

Purpose and Intent of Interview

The Pittsford Central School District (PCSD) contacted the New York State Commissioner of Education to request the New York State Center for School Safety (NYSCSS) conduct a review of its Dignity for All Students Act (DASA) policies and protocols to ensure that the District complies with the requirements. During the site visit NYSCSS reviewed the District's DASA policies and protocols, reviewed the District's response to current and prior allegations of DASA violations based on racial discrimination, and ensured compliance with DASA.

Noted below are PCSD's DASA policies, procedures and recommended improvements:

- PCSD's Code of Conduct and Board of Education Policy 7552 regarding Student Harassment and Bullying Prevention and Intervention: Peer Abuse in the Schools has been in place since 2011 and is reviewed regularly.
- The District has an assigned DASA coordinator at each school, either the principal or assistant principal, and the Director of Student Services is the District DASA Coordinator. The pamphlet "Be an Ally" lists names and contact information for DASA coordinators, and this information is listed under Student Support Services on the District web site.
- The communication protocol was updated to include a include the DASA Coordinator, noting classroom/subject teacher, building principal, director of student services, then superintendent as the sequence for contact.
- DASA reporting forms are available on the District web site and staff, students, and parents receive information about DASA and DASA reporting through parent orientations, handbooks, meetings, newsletters, posters in buildings, and through Social Emotional Learning (SEL) lessons/activities, and at grade level orientations.
- District staff annually complete the Global Compliance module for bullying and harassment. DASA coordinators and administrators attend training. Faculty meetings are used to disseminate information regarding DASA, Code of Conduct, SEL Initiatives, and restorative practices. The Teacher Center also provides professional development including implicit bias.
- Communication regarding DASA is provided to schools and meetings with coordinators are held to review incidents, and to promote consistency of responses to investigations and reporting.

- The District has delivered several presentations including: “Incident Reporting as Part of a Supportive School Climate,” February 28, 2019 presentation to the PCSD Inclusivity Advisory Committee; “Responding to Complaints to the District,” April 2019; “Inclusivity in Pittsford Schools” (undated); “The Dignity Act –an important component of the District’s SEL practices,” January 7, 2015 PTSA meeting.
- The District created an Inclusivity Advisory Committee designed to “provide guidance to the Superintendent of Schools regarding systems, structures, policies, regulations and experiences related to inclusivity.... The purpose of the Inclusivity Advisory Committee is to ensure that PCSD is a place where students, families and staff feel a sense of acceptance, connectedness, and validation; a place where diversity and differences are viewed as strengths.”
- The District continuously works to increase efforts to prevent and reduce incidents of bullying, cyberbullying, harassment, or discrimination through communication with school committees, clubs, class meetings, community partnerships, restorative practices, SEL initiatives, data analysis, formal and informal interviews; through several school based groups including the SEL Committee, and District committees such as the Inclusivity Advisory Committee, Instructional Leadership Council, Academic Councils, Instructional Support Team, Advocacy Steering Committee, District Planning Team, and other committees.
- The District also noted that staff recently conducted an audit of twenty-five thousand library books for culturally relevant practices.
- The District added specific questions to the County’s Youth Risk Behavior Survey (YRBS) in order to gather data on school climate and bullying, cyberbullying, harassment or discrimination in the District. The “Youth Risk Behavior Survey” (YRBS) is part of a countywide and District effort to gather information about the health risk behaviors of students in grades 6-12. Questions are asked about personal safety, nutrition, alcohol and other drug use, physical exercise, mental health, sexual behaviors, and community involvement. Information from the survey has assisted school, health and community organizations to plan services for youth based on local needs. The YRBS results are posted on the District web site.
- The District administered a School Climate Survey, based on the US Department of Education School Climate Surveys, in June 2019. The Inclusivity Committee is reviewing the content of the survey. The District will share results widely throughout the District and plan to collaborate with stakeholders to address any areas of need revealed by the school climate survey.

- The District has expanded its recruiting and hiring protocols to include more non-traditional areas and a teacher mentor program that supports teachers new to the District.
- The District is working with NYSED Technical Assistance Center on Disproportionality (TAC-D) to examine discipline practices with Special Education students.

Inclusivity Advisory Committee’s Success Statement

The recently formed Inclusivity Advisory Committee has defined a Success Statement that will be used to guide its work. The development of the unanimously adopted Success Statement included all 25 committee members. Each committee member represents a PCSD stakeholder group.

PCSD is a welcoming and accepting community that engages in authentic dialogue in a respectful, trusting and collaborative environment. Our community celebrates diversity as a strength and fosters empathetic understanding of differences. Inclusivity is evident in word and deed by all involved with PCSD.

Our students are engaged and inspired by diverse role models with varying perspectives, preparing them to succeed in a complex world.

We challenge ourselves to assess outcome measures, refine policy and practices and dismantle bias or barriers. Equity is sustained with resources and innovative solutions to promote student growth.

Diversity and Inclusion is a source of pride for all PCSD members enabling each individual to reach their fullest potential and positively influence the world.

Code of Conduct Review (August 2019 – 2020/plus an annual review)

As part of Pittsford Central School District’s current annual comprehensive review of its Code of Conduct policy and document, a recently formed committee of PCSD stakeholders met over the summer in a series of meetings to review the steps taken during Phase I of the review process and to begin work towards next steps for Phases II and III. The committee is comprised of representatives of stakeholder groups who hold a natural interest in the Code of Conduct, including PCSD administrators, staff, students, community partners, and PTSA parents/guardians. The goal of the committee is to offer short-term revisions and longer-term recommendations to the Board of Education, with a focus on building the Code of Conduct’s policies around racial issues, inclusive culture and climate, restorative practices, discipline processes, vaping and alcohol investigations.

During Phase I, which began last school year, changes were initiated and new language was added outlining the connection of the Code of Conduct to the District’s commitment

to Social Emotional Learning and to employing restorative practices. These additions align with the Mission, Vision and Values of PCSD. Other work completed during Phase I included a review of the Code of Conduct by Superintendent Pero's Student Advisory Council and the beginning of the development of anti-slur language to be incorporated into the Code of Conduct and other policies.

Phase II, which took place this summer, included a more expansive review of the Code of Conduct. The goal of this work was to develop updates to the Code of Conduct, with more guidance for students, staff and parents/guardians. Ongoing updates will be posted on the District's web news home page and the Code of Conduct page, and will be shared via PCSD's Twitter and Facebook accounts. The Code of Conduct is approved annually by the Board of Education, even as work continues.

Phase III will take place throughout the 2019-20 school year and will involve a deeper and more comprehensive review of the Code of Conduct as well as benchmarking like districts and a more detailed look at language and guidance to address high priority issues. Phase III will also result in training and communication plans. During this phase, final recommendations will be presented to the Board of Education for review and approval.

The District has engaged two partner agencies to support the committee's work on the Code of Conduct review: Partners in Restorative Initiatives and The Children's Institute (PIRI). These partners bring valuable expertise in restorative practices and Social Emotional Learning (SEL) to the review process. They will facilitate community circles at committee meetings and assist the Director of Student Services with facilitation and document development.

Each meeting will use community building (restorative) approaches to discuss and facilitate activities to move toward concrete objectives. The meetings will open and close with a circle, and meetings will take a strengths/asset-based perspective and provide opportunities to focus on what is working as well as potential growth areas. Draft recommendations will be presented to the Superintendent and Board of Education in the fall. Progress notes and updates will be shared on the District website following each meeting.

District Calendar and Website

Includes a page entitled Sampling of Cultural and Religious Holidays which lists observances celebrated by various faith groups represented in Pittsford. The District website is ADA compliant.

Staff Training and Programs

Cultural Proficiency Training (July 2019)

PCSD engaged in training with national experts around cultural proficiency. Cultural proficiency is defined as an ongoing process by which individuals and systems respond respectfully and effectively to people of all cultures, languages, classes, races, sexes, ethnic backgrounds, religions, sexual orientations, abilities and other diversity factors in a manner that recognizes, affirms, and values the worth of individuals, families, and communities and protects and preserves the dignity of each.

Natalie McGee, a national consultant for Generation Ready, led over 60 Pittsford stakeholders through a comprehensive workshop that covered the foundational elements of cultural proficiency and worked with the group on the beginning of a Strategic Equity Action Plan.

“I travel around the country, and Pittsford CSD is ahead of the curve in so many ways,” said Natalie McGee, national equity expert. “Working together we explored the sensitive topic of cultivating equity through cultural inclusivity. The staff exhibited a genuine willingness to engage in the equity institute process as was evidenced by their engagement in thought-provoking discussions.”

PCSD has been working on equity and inclusivity for a number of years and implemented the Inclusivity Advisory Committee last year, which provides guidance to the Superintendent of Schools regarding systems, structures, policies, regulations and experiences related to inclusivity. The more than 20-member advisory committee includes a diverse cross section of volunteers who were chosen by the District Planning Team after an open application/screening process that was based on their experience with diversity and inclusion topics such as culture, disabilities, ethnicity, gender and sexual identity and equity, mental health, race, religion, interfaith and others.

When discussing ways PCSD is actively working towards greater cultural proficiency, Generation Ready Consultant Natalie McGee said, ***“I was delighted to hear about current inclusivity initiatives, including the establishment of an inclusivity committee, restorative justice practices, a comprehensive library diversity audit, review of grading policies, and modifications to the code of conduct.”***

The Pittsford CSD administration, staff and Board of Education are committed to excellence and equity for all students and we will continue their work with Generation Ready who will offer additional training and ultimately the development of a strategic plan that is consistent with the mission of Pittsford CSD.

Professional Development and Staff Workshops

Professional development in various areas is extended beyond teachers to other employee groups including office personnel, lunch and recess monitors, bus drivers, and bus attendants, as applicable. Below is a sampling of offerings:

- Creating Safe and Inclusive Schools for LGBTQ Students and Staff (*Out Alliance*)
- Poverty: What traps people in it and how to help your students through it
- Hidden Biases of Good People
- Cultural Humanity (*Gandhi Institute*)
- Systems and Institutions that Keep Rochester Divided (*Rochester Chamber of Commerce*)
- Teaching English Language Learners in the Content Classroom
- National Summit on Educational Equity (*National Alliance for Partnerships in Equity*)
- Mental Health Issues in School: Anxiety and Depression

Under the large umbrella of inclusivity, we offered our staff the opportunity to deepen their learning over the summer and expand their skill sets relative to several areas. Our line-up of summer workshops in this area included the following (outside presenters are listed in parenthesis):

- Restorative Practices (Partners in Restorative Initiatives)
- Warning Signs of Anxiety (Dr. James Wallace)
- Strategies to Address Anxiety in the Classroom (Dr. Melissa Heatly)
- Building Resilience
- Hidden Biases
- Advancing Racial Justice (Shelly Clements)
- Safe and Inclusive Schools (Out Alliance)
- Safe Zone Training (Out Alliance)
- Let's Talk about Hate (Gandhi Institute)
- Guest speaker Adrian Hale, Rochester Chamber of Commerce, Sr. Manager, Talent Strategy, Workforce Development & Education Initiatives
- Contemporary Antisemitism (Echoes & Reflections)
- Ways to Create a More Inclusive Classroom for English Language Learners
- Using Diverse Literature
- English Language Learners with IEPs

Staff Toolbox (June 2019 – ongoing)

Staff will receive support and additional resources relative to responding to bias and sensitive situations or questions around diversity and cultural proficiency.

Administrative Training and Workshops

“Equity and Excellence for All” Training (July 2019)

Several PCSD administrators and teachers participated in culturally responsive education training with several local school districts in July. Over four days, participants of this “Equity and Excellence for All” training program discussed and learned ways to

remove barriers to ensure all students have the access and opportunities they need to reach their full potential.

Cornell University Administrator Training in Diversity and Inclusion

Administrators participated in a Cornell University program to earn an advanced certificate in human resources management. During the course, HR executives and leaders shared their perspective on diversity and inclusion and how they made the shift to inclusion at organizational, managerial and work group levels. Attendees assessed three levels of inclusion and identify evidence that can be used for each level to assess presence and effectiveness.

Society for Human Resource Management (SHRM) National Inclusion Conference

Administrators attended the Society for Human Resource Management (SHRM) National Inclusion Conference in October 2019. The conference was designed to help attendees “connect the dots and bridge the gap between a diverse workforce and one that is inclusive” so that attendees “would gain strategies and insights needed to mitigate bias, shift exclusive workplace habits, transform workplace culture and create better, more productive workplace environments.”

Family and Community Events and Programs

English Language Learners Family Event (grades K-12)

Families of students who are English language learners (ELL) have the opportunity to meet each other in social settings, including picnics and ice cream socials, and learn about some of the resources available to them in the PCSD schools and community.

Kicks for Campers

The annual “Kicks for Campers” kickball tournament event raises money for scholarships to send kids to YMCA’s Camp Cory. Event proceeds are used to financially support students who want to attend the overnight camp but do not have the financial means. Thanks to the strong partnership that exists between Pittsford Schools, The Urban-Suburban Program and YMCA Camp Cory, KICKS successfully unites students, staff, families and kids from all of our communities for a wonderful cause—helping more children enjoy the beauty and benefits of overnight camp at YMCA Camp Cory.

Curriculum and Student Programs

Institute for Excellence and Ethics (grades K-8)

The District utilizes the Institute for Excellent and Ethics (IEE) and their Culture of Excellence & Ethics Assessment (CEEA) survey tool in our schools to measure the extent to which the climate and culture of a school are conducive to the development of student competencies of excellence and ethics, or their *performance character* and *moral character*. In addition, CEEA surveys measure whether the school climate is safe, supportive, and engaging for students; whether staff engage in supportive collegial relationships; and the extent to which the school engages student families in support of student learning.

Several of our schools use IEE “compacts” within the schools to help students and staff work together to create and hold each other accountable for norms that will allow all members of the school community to do their best work and be their best selves.

Link Crew Leaders

Link Crew leaders are teaching two classroom lessons this year to all English 9 classes. The first lesson is called "Why Limit Yourself" and focuses on the importance of seeking excellence and being open to new ideas and approaches. The second lesson is based around the theme of "Creating Community" by building strong relationships.

ROCKids Connect

ROCKids Connect is a program initiated by a PCSD parent that aims to enrich the lives of city and suburban youth through a student exchange program. Students from both communities meet, learn from, and play with each other.

ROC2Change (2017 – ongoing)

Pittsford Central School District hosted the 2019 ROC2Change Fall Summit on November 22 at Monroe 2 Orleans BOCES in Spencerport. Pittsford students, administrators, teachers and other volunteers planned the summit, and students chose “The Power of One” as the theme to demonstrate that it just takes one person or a single action to make a positive difference.

The ROC2Change Summit welcomed hundreds of high school students from across Monroe County and engaged students in a facilitated dialogue with their peers related to race, racism, the implications of internalized racism, non-racist and anti-racist behavior. Through these conversations and participation in the summit, students were able to develop ideas to take back to their respective schools to inspire change.

ROC2Change was established in 2016 as students from Monroe County began to come together to address race relations in the community. Students from both PCSD high schools have joined over 500 Monroe County youth at former ROC2Change Summits to

learn about and promote change related to diversity and inclusion. Each year, two summits are organized by students who engage in facilitated dialogue with peers, working together to develop plans to be the change they believe is needed in our community.

Previous summits have focused on race and privilege, intersectionality, and raising student voices to promote awareness, competence and change. After participating in ROC2Change summits, students return to their schools and districts to implement events or activities to share what they have learned and to increase dialogue and learning at each school. Recent examples of activities at PCSD include student presentations, after-school discussions and cultural activities.

Unified Sports

Unified Sports is an initiative that brings students with and without intellectual disabilities together on the same team to compete. Pittsford Schools was one of the first school districts in New York State to offer Unified Sports. Basketball was selected to start the program.

Diversity Club (grades 9-12)

The Diversity Club creates a safe space for all students and staff to educate one another and speak openly and honestly about issues including, but not limited to, discrimination, racism, tolerance, plurality, religion, special needs, gender and bias.

Urban-Suburban Program (grades K-12)

The Urban-Suburban Interdistrict Transfer Program, coordinated by Monroe #1 BOCES, began in 1965. Parent and family involvement has been the cornerstone of the Urban-Suburban Program. Pittsford Central School District has been a part of this program for over 50 years.

Best Buddies

Best Buddies is a club that creates opportunities for one-to-one friendships for people with intellectual and developmental disabilities (IDD). These students are matched with general education students eager to foster inclusion. Best Buddies in the Rochester area is sponsored by the Golisano Foundation. Pittsford Central School District now has six Best Buddies programs and is proud to have the first elementary program in the country.

Sources of Strength

Sutherland and Mendon High Schools participate in Sources of Strength in a partnership with the University of Rochester. Sources of Strength is an evidence based program designed to promote a positive climate and normalize help-seeking behavior.

Gay-Straight Alliance Clubs (grades 6-12)

The Gay Straight Alliance provides a safe place for LGBTQ and Straight Ally Youth to build a social network. The club provides support and education for the student body regarding LGBTQ issues.

Together Including Every Student (TIES)

The TIES is a Pittsford Central School District program that promotes belonging and participation for young people with special needs in extracurricular and community activities. Trained high school and middle school student volunteers provide the individualized support needed by TIES participants in a spirit of fun and learning. TIES Best Buddies program is dedicated to ending the social, physical and economic isolation of people with intellectual or development disabilities (IDD).

Gandhi Institute Grant for Humans of Rochester, NY Project

This idea for Humans of Rochester, NY is modeled after the Facebook project “Humans of New York” (HONY- <https://www.facebook.com/humansofnewyork/>), a compilation of stories about New York City residents represented by a still picture and a few written paragraphs.

Instead of still photographs, the HOROC project will use video to document people’s narratives who live in Rochester, NY. The goal of using video is to make people’s stories come to life and more relatable, especially for young people. Several members of our student team on this project have been involved with ROCKidsCONNECT (a Gandhi Institute funded project in 2017). ROCKidsCONNECT is a partnership among 32 urban middle school students (PUC Achieve Charter School) and suburban high school mentors (Pittsford Sutherland/Mendon) with a mission of building relationships among a community of scholars and connecting learners from different racial and socioeconomic backgrounds.

Cross Cultural Program

Israeli and PCSD staff exchange ideas, cultural customs and visits annually to promote peace and connection for students in both countries. Students write messages and share lessons via videoconference throughout the school year. The program has grown to

include multiple PCSD schools and is funded by the Greater Rochester Jewish Federation. Also included in this exchange is a “Shinshinim” which provides some of our schools with Israeli students who volunteer in our schools and share their culture.

International Day Celebrations (grades K-5)

International Day celebrations are held in several of our elementary schools as an opportunity for students, staff and parents to learn about and celebrate the cultural diversity that exists within their own school community.

Curriculum Review

For students to develop the skills and competence necessary to understand and thrive in a diverse, global society, the K-12 curricular areas should provide students with opportunities to interact with diverse people, diverse ideas and multiple perspectives. The District is currently undertaking a review of the books that are specified in our curriculum documents as either required or optional reading (i.e. book club books) and researching books that are either authored by, or feature, a protagonist who is female or a member of any other non-dominant culture. We are now working to introduce new and varied resources to address any gaps that were identified, as appropriate. Part of this work focuses on assessing the current level of diversity in our library book collection, as well as effectively increasing diversity in a culturally sensitive manner.

Social Studies Curriculum (grades K-12)

The mission of social studies education in Pittsford Central School District is to develop responsible and productive citizens who will:

- Strive for understanding of political, social and economic issues
- Make informed and reasoned decisions for the good of society
- Participate as members of a culturally diverse society in an interdependent world

Social Studies Elective Course offerings (grades 9-12)

- Comparative Religions
- Contemporary Issues
- Minority Issues

Library Diversity Audit (2017 – ongoing)

Pittsford Central School District librarians have been conducting a “Diversity Audit” of their library collections to ensure students see themselves in literature and materials available to them and also have a window into the life experiences of others.

Collaboratively, District librarians developed a spreadsheet and a process of reviewing each title in their building’s library for multiple characteristics related to diversity including, but not limited to race, ethnicity, gender, culture, religion, neurodiversity, and gender identity of the author, main characters, and supporting characters in the book. They also looked at the theme and setting of the book. In total, 24,891 titles will be included in this audit.

While the audit itself is currently in the final stages of completion, many benefits have already emerged. By conducting the audit, librarians have an increased awareness of titles within their collections that represent both shared and unique experiences of students and staff members. As classroom teachers seek to expose students to more diverse titles and authors, librarians are able to guide that process by selecting and showcasing particular titles. Throughout the school year, some librarians also created displays of books representing an array of diversity so that students could easily find books that serve as mirrors or windows into their own, or someone else’s, experiences.

The results of the audit will also serve to facilitate the ongoing work and collaboration among District librarians. As they work through the annual process of pulling and adding to building book collections, librarians are now able to do so with a more deliberate focus on maintaining a collection in which all children are able to see themselves. By documenting their audit in a shared spreadsheet, the librarians are also able to see the collections across all nine buildings, allowing them to serve as resources for each other and students throughout the District.

Climate Survey (May 2019 – ongoing)

PCSD is working with the New York State Education Department (NYSED) as one of approximately 100 school districts to implement a pilot of the U.S. Department of Education school climate surveys. As part of this initiative, parents and students in grades 5-12 and PCSD staff were asked to participate in a climate survey in June 2019. Although the survey was provided by the U.S. Dept. of Ed, PCSD added some enhanced demographic questions as recommended by the Inclusivity Advisory Committee.

The goal of the pilot is to provide feedback to NYSED to assist in developing best practices for administration and school climate improvement. This survey tool will allow PCSD and other participating districts to effectively gather school climate data to help understand the perceptions of the students, staff, and parents; monitor progress; make data-driven decisions; involve stakeholders; and adapt to shifting needs related to school climate.

The School Climate Survey builds on federal initiatives and research which recommended that the U.S. Dept. of Ed work on the issue of school climate nationwide. Through this collaboration with school districts and other partners, NYSED will develop

guidance on forming a school climate improvement team, using the school climate survey and other relevant data to develop and implement a school climate improvement action plan. NYSED is anticipating full implementation of this survey in all districts in the 2019-2020 school year.

Survey questions focused on the following areas related to school climate:

Engagement

- Cultural and linguistic competence
- Relationships
- School participation

Safety

- Emotional safety
- Physical safety
- Bullying
- Substance abuse
- Emergency readiness management

Environment

- Physical environment
- Instructional environment
- Physical health
- Mental health
- Discipline

Students completed the survey during class time at school. Parents and staff received an email in June with instructions on how to access and complete the survey. Confidentiality was maintained using a special token system and the survey was voluntary.

The results of the survey were recently received by PCSD and are currently being reviewed and digested. Initial review of the data was encouraging. All demographic groups rated each surveyed area as “favorable.” A comprehensive report will be shared with the community this fall.

Resiliency Project

During the past two years, schools have been active in relationship mapping, using the DOT project. Through Survey Monkey, staff were asked to answer yes or no to two questions about the students with whom they are familiar:

1. I would know if this student was having a bad day.
2. This student has at least one positive peer relationship.

Using the results of the survey, counselors and administrators were able to identify students who appear to not be known well by staff members, and students who appear to not have positive peer relationships, as reported by staff. After gathering the data, counselors and administrators analyzed the data to look for potential patterns and groups of students that appear to not have adult/peer relationships. In addition, the data could be shared the following fall with students' new teachers. Teams of teachers could then brainstorm ways to pro-actively build connections with and among students.

This past spring, Calkins Road Middle School implemented a reverse-connectedness activity with all students. Counselors, administrators, and PE teachers facilitated community circles with all students at all grade levels, focusing on characteristics of trusted adults. The culmination of the community circle was an opportunity for each student to identify a trusted adult at CRMS, and write them a postcard. Students also created a paper chain made up of names of all trusted adults in the building, which hung in our commons. Staff were given their postcards so they would be aware of the impact they were having on the lives of our students. It was also now possible to compare the names of students who were unable to identify a trusted adult with the names of at-risk students as identified by the DOT project.

The vision of the Resiliency Project is to continue to build upon adult-student and student-student relationships through community circles.

Students Read *Wonder*

All Barker Road students read the book *Wonder* by R.J. Palacio about a 10-year-old boy with facial anomalies and how his shift from home schooling to public school changes him and those around him.

The book *Wonder* was used as the theme for the all-staff meeting on 2018-19 opening day.

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