

Inclusivity Advisory Committee October 24, 2018 – Minutes

Members Present: Rosabel Antonetti, Julie Barker, Linda Beckford, Bill Castle, Shana Cutaia, Roger DeBell, NI, Christie Karpovich, Rachel Kest, Stella King-Turner, RK, Mike Leone, Tamara Minter, Flavia Nobay, Maureen O’Neil, Mark Puma, Radhika Ramesh, Kristi Seaver, Patricia Vaughan-Brogan.

Members Absent: Fernan Cepero, Susan Gould, Tanishia Johnson, Nahoko Kawakyu O’Connor Robin Scott, Hinna Upal.

The meeting was called to order at 6:00PM. The group was asked if there were any concerns or requested changes to the minutes. There were none. We did a short overview of the agenda and asked if all were good moving ahead as planned. The group agreed. Group members were asked to choose a buddy that would keep each other informed when meetings were missed. It was asked that members choose a buddy that they do not know well. Prior to the next meeting members should share with the co-chairs with who they will be working.

A couple members asked if there was a specific event or purpose that prompted the formation of this committee. We discussed that the committee was formed as part of our core values of being student centered, creating a supportive environment for all, seeking continuous improvement, being progressive and our belief in collaboration. We discussed that there was not one event that lead to the formation of the committee, but there have been a number of items that have occurred, both inside and outside of PCSD that has heightened our thinking around the need for an inclusive environment; where students will not feel they need to “check who they are at the door.” We discussed that our primary focus is about students, but recognizing that staff and the community also need to feel a welcoming and inclusive environment.

We then counted off by twos and broke into subgroups to continue our visioning work. Each group spent approximately the next 60 minutes, using the three draft success statements as a base, creating a success statement describing Pittsford Schools in the 2025-26 school year if our committee was 100% successful in our work. The two groups were given the option of adopting one of the three existing success statements or creating a new one.

We then came back together as a large group and shared each group’s success statement. The initial observation, which was generally agreed to by the entire group as positive, was that both statements had very similar themes. We then spent most of the remaining time as a large group working to come up with one statement the large group could adopt. While we made significant progress, it became clear that additional work would be needed. It was decided that a sub-committee would continue the work. ** Important post-meeting note. Initially, we discussed a group of five for the subcommittee. However, based on the interest in serving on the committee, and that both student representatives wanted to be part of the sub-committee (which is wonderful), the co-chairs selected seven members.

Dr. Nobay agreed to serve as chair of the sub-committee. In addition to our student members, there are two community members and two staff members. The committee has been tasked with providing the co-chairs a draft statement so it can be shared out to the large group for feedback. Once the large group is able to come to consensus on a success statement, we will then present the success statement to the Superintendent of Schools and Board of Education for their consideration and potential adoption. The District Planning Team is supportive of our success statement work.

Due to time constraints, we ended our day by discussing what is all right to share, and what merits further discussion before being shared. We agreed that we would not share out drafts of the success statements as they are still a work in progress. The success statement progress from our last meeting is below.

While we did not get a chance to discuss the District Planning Team feedback, the prepared slides are attached.

We adjourned at about 8:00PM.

Next Meeting:

Board of Education Meeting Room

Ongoing success statement work:

PCSD will demonstrate that inclusivity means that all members are in an environment that allows for equal access to opportunities to reach their highest individual potential. This community will have open and authentic dialogue about differences in a trusting and collaborative world.

Pittsford Central School District community members will understand that inclusivity means having opportunities for all. We will have a school community where we trust that we can have open and authentic dialogue about differences (fearless)

Empathetic understanding of differences will be the goal. The systems will facilitate understanding and bias will be identified and dismantled so that trust is ensured and fostered.

We want our school district to understand success is unique to each member of our community and individualized to represent their values and goals. The internal shift will have a goal of making an impact in our communities at large so that our school district will be the leader in how we celebrate diversity and consider is as a source of strength for the future.

~~stakeholders.~~ Community members will feel connected, valued and challenged to continue to break down systemic barriers presented in society. All persons will be seen as equals on a level playing field to promote opportunities to reach one's full potential. An authentic, open forum of trust and kindness that embraces the differences of everyone to build relationships amongst the PCSD community regardless of age, race, religious affiliation, gender or sexual identity.

No artificial barriers, safe environment

(insert resilience and fulfilled and ready to commit to our community.

Word and deed, Teachers reflecting student body, parallel process , world without fear is a world of opportunity