

MINUTES

Inclusivity Advisory Committee

February 24, 2021

5:00 P.M. via Zoom

30 minutes

Updates:

- a. Generation Ready, Culture Survey, Building Goals- The District is continuing to partner with Generation Ready. Due to travel restrictions, Natalie has not been able to be in the district, but continue to meet with the Superintendent and will be working with elementary schools as soon as she is able. The reports from the equity walks are being looked at along with the culture survey results at secondary leadership teams and building ILT's. This data will be used by secondary schools to create building goals around inclusivity.
 - b. Honors/AP work- ILC update- Melanie Ward provided an update regarding the AP/Honors work that ILC has been looking at for the last two years. ILC (Instructional Leadership Council) has gone through the data inquiry process with this data prior to Covid, when IAC took the work on. District standards leaders have also been viewing the data this year and are requesting similar data for encore and elective courses to see if there are similar gaps with higher level courses in these areas. Secondary Academic Council and ILC had discussions around course recommendations for next year, given the pandemic effects as well as the equity data. Recommendations and philosophy statements were shared with all teachers to aid in making recommendations for next year. This work will continue and IAC will be updated with progress.
 - c. Equity Policy- Pat Brogan gave an update on next steps with the Equity Policy. IAC members have a draft of the policy and are asked to give feedback to Pat by March 3rd; the goal is to bring the final policy to the Board of Education in March.
 - d. Role of IAC/communication chart- IAC discussed the communication/'who to ask' chart, which IAC should use to help community members who approach about individual incidents or items to communicate. IAC discussed the importance of this elevation scale to assist in timely problem solving. The chart can be found on the mobile app or the Pittsford Schools website under "parents and students."
 - e. Minutes (taking and posting- minutes will be posted on the webpage after each meeting (within 5 business days); please contact Shana Cutaia if you are willing to take minutes at upcoming meetings.
 - f. Communication Subcommittee- A small (3-4 person) sub-
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committee will be established to assist the Superintendent with timely communications; interested members should email Shana.

15 minutes

Equity Coordinator- Tasha Potter is the BOCES Equity Coordinator who the district is partnering with to help move our Inclusivity work forward. Shana shared a flow-chart that shows the areas of work that will be involved. Tasha noted the district's public commitment to equity and is looking at our organizational structure to see which areas she can assist with; she has already given feedback on the Equity Policy and Code of Conduct, which she feels are imperative pieces to have in place. Tasha will work with IAC as needed and will be a part of the summer learning that takes place at the leadership retreat. Tasha's work as a thought partner and critical friend will continue into the summer and beyond to support long-range planning around equity and inclusivity. A team member asked about the word "equity" as opposed to "inclusivity." Shana is sharing a document that helps to define the different vocabulary associated with inclusive schools.

20 minutes

District Calendar- Red Dates- IAC looked over the Cultural and Religious Holidays that the district uses to create "red dates" (those dates where district events cannot be scheduled. The group also discussed how the calendar chart could be adapted to become a teaching tool for staff and the community, by including common traditions and celebrations for each holiday listed. Feedback about the red dates will be given to the district as a part of the regular calendar creation process. IAC members should give feedback to Shana by 3/5/21.

20 minutes

IAC future/continued work- The committee discussed the need to dig into the data around behavioral and disciplinary discrepancies, in order to make recommendations for future learning and district work.
