


WILLIAMSVILLE
CENTRAL SCHOOL DISTRICT
Est. 1893

WILLIAMSVILLE CENTRAL SCHOOL DISTRICT

# DIVERSITY, EQUITY, AND INCLUSION PLAN

# 2023-28





To Our Williamsville Community:

As you know, Diversity, Equity and Inclusion or DEI, as it is commonly referred to, is much more than an acronym. It is an important part of our fabric as a school district. Along with our entire faculty, staff, and Board of Education, I am honored to continue this important work that started in Williamsville many years ago.

Every student should be able to come to school each day and participate fully - as their full self. Not only should our students feel a sense of belonging, but every employee should feel that sense, too. If we say we appreciate diversity, we have to show it in our school resources, learning materials, interactions, hiring practices, and professional learning. Our DEI Plan, which was carefully crafted by Williamsville stakeholders for Williamsville, allows us to accomplish this. Our continued work will lead to what we witness on the State Education Department's video "Equity, Excellence, and Access", where New York students explain that learning becomes possible – and joyful – when they are seen, heard, and valued for who they are!

Following the initiative to advance diversity, equity, and inclusion in schools across New York State, the Board of Regents expects "that all school districts will develop policies that advance diversity, equity and inclusion – and that they implement such policies with fidelity and urgency." The District's DEI policy (#3431), which was adopted by the Williamsville Board of Education on October 12, 2021, accomplishes this. I ask that we keep in mind, our District DEI plan is a five-year plan, in line with our Strategic Plan.

We have included the Board of Regents Call to Action and the Culturally Responsive-Sustaining Education Framework (CR-S) as an addendum to our plan to show the magnitude of work that it requires to ensure that all of our students are having a full and robust educational experience. I encourage you to also examine the CR-S document, as it has sections that apply to all stakeholders – showing that everyone plays a significant part in this important work – which is grounded in these four principles: Welcoming and Affirming Environment, High Expectations and Rigorous Instruction, Inclusive Curriculum and Assessment, and Ongoing Professional Learning.

We look forward to educating and updating our school community on the progress of our District's DEI Plan as we continue this important work.

Sincerely,

Dr. Darren J. Brown-Hall
Superintendent of Schools

WILLIAMSVILLE
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| DEI GOAL AREA #1 | CREATING A DIVERSITY, EQUITY, AND INCLUSION CULTURE IN THE DISTRICT AND SCHOOLS |
|---|---|
| **Goal Statement #1A** | **Each school will establish a DEI Team, representing its diverse stakeholders. These teams will work together with building administrators to develop the building-level work of the DEI plan and share their work with faculty and the District DEI Team.** |
| **Goal Activities for Goal Statement #1A** | 1A.1. Building DEI teams will intentionally include a diverse representation of stakeholders reflective of the school community.<br>1A.2. Building DEI teams will receive guidance and support regarding best practices from District staff, colleagues, and community groups. |
| **Goal Statement #1B** | **District and building teams will examine existing committees, practices, curricula, schedules, structures and ensure that all voices are equitably represented.** |
| **Goal Activities for Goal Statement #1B** | 1B.1. Appropriate groups/teams/committees will examine District and Building practices. |
| **Goal Statement #1C** | **The District and schools will share responsibility for establishing restorative communities in which all students' academic and wellness needs are met.** |
| **Goal Activities for Goal Statement #1C** | 1C.1. Restorative educational practices will be implemented in schools.<br>1C.2. The District will engage in ongoing outreach to our community on restorative educational practices.<br>1C.3. The District will provide ongoing professional learning opportunities and support for staff and teachers in restorative educational practices. |
| **Goal Statement #1D** | **The district and schools will promote the use of inclusive language that meets the evolving needs of our community. Inclusive language fosters belonging; we must choose words that include, rather than exclude.** |
| **Goal Activities for Goal Statement #1D** | 1D.1. The District will provide professional learning opportunities on best practices in inclusive language in the classroom. The District will engage in a review of District and Building communications for standardized inclusive language. |

# HIGHLIGHTS
## MAY 2024

# CREATING A DIVERSITY, EQUITY, AND INCLUSION CULTURE IN THE DISTRICT AND SCHOOLS

**#1A Each school will establish a DEI Team, representing its diverse stakeholders. These teams will work together with building administrators to develop the building-level work of the DEI plan and share their work with faculty and the District DEI Team.**

- Building-level DEI teams have been formed and are meeting regularly. These teams include staff, family/community members, and, when appropriate, students.
- Several building-level DEI teams have had support from the District DEI Coordinator in understanding DEI and the charge of the DEI teams. They have reviewed the District DEI Plan Goals, identified areas of strength, and identified goals for the next school year.
- Building DEI teams are engaged in and supporting a variety of building-level initiatives, including, but not limited to:
  - Professional learning opportunities and student assemblies with Dr. Jevon Hunter;
  - Book studies ("Belonging Through a Culture of Dignity);
  - Schoolwide read-alouds using diverse texts;
  - Challenge to Change/Cultural Diversity Clubs;
  - Collecting, developing, and/or providing DEI resources to faculty;
  - Conducting "Belonging Surveys" and analyzing results to inform future team goals.
- The District DEI team met and shared building- and department-level progress in addressing the DEI Plan goals.

**#1B District and building teams will examine existing committees, practices, curricula, schedules, structures and ensure that all voices are equitably represented.**

- DEI teams are reviewing building practices through an equity lens, including, but not limited to:
  - Holiday practices;
  - Disciplinary practices;
  - Recommendations for acceleration;
  - Handbooks and communications;
- Instructional Directors are working with Dr. Jevon Hunter to ensure that summer curriculum work is examined and conducted through the lenses of equity and inclusion.
- The District Homework/Grading/Assessment Work Group is meeting regularly to develop recommendations to ensure fair and equitable homework, grading, and assessment practices in our schools.
- DEI work continues in athletics with the piloting of "developmental teams" at the modified level to give a second chance to students who have been cut following a tryout; this is currently being piloted in Volleyball, Basketball and Lacrosse.

HIGHLIGHTS MAY 2024

# HIGHLIGHTS
## MAY 2024

## CREATING A DIVERSITY, EQUITY, AND INCLUSION CULTURE IN THE DISTRICT AND SCHOOLS

**#1C The District and schools will share responsibility for establishing restorative communities in which all students' academic and wellness needs are met.**

- Tier 1 restorative practices (community building circles) are being implemented in all elementary and middle schools; they are being used in many high school classes and clubs.
- Tier 2 restorative circles are being increasingly used in disciplinary situations in some schools.
- Tier 3 restorative conferences have been used to re-integrate students into their schools following a disciplinary incident.
- Tier 3 restorative practices are now included as an option as part of the District Athletic Agreement; they have been successfully used to re-integrate athletes back onto their teams for practices and games.
- Professional learning opportunities continue for faculty in restorative practices, both in house and through the NYS Education Department and its consultants.
- The District Code of Conduct has been revised to include more restorative practices as an alternative to traditional disciplinary practices.

**#1D The district and schools will promote the use of inclusive language that meets the evolving needs of our community. Inclusive language fosters belonging; we must choose words that include, rather than exclude.**

- An introduction to DEI has been integrated into the Year 1 Induction Program for instructional and mental health faculty. This includes modifying our language to be more inclusive of all students/families in our schools.
- Planning is underway for summer professional learning opportunities focusing on equitable and inclusive instructional practices.
- District curricular documents, materials, and resources are being updated to ensure inclusive language;
- Faculty conversations are taking place regarding inclusive language and practices (e.g., family conferences vs parent conferences, adults in the home vs parents)
- District professional learning opportunities include the use of inclusive practices for all students and families.

HIGHLIGHTS MAY 2024

# HIGHLIGHTS
## MAY 2025

## CREATING A DIVERSITY, EQUITY, AND INCLUSION CULTURE IN THE DISTRICT AND SCHOOLS

**#1A Each school will establish a DEI Team, representing its diverse stakeholders. These teams will work together with building administrators to develop the building-level work of the DEI plan and share their work with faculty and the District DEI Team.**

- DEI committees have been established across buildings, with members working on various initiatives, including family events, book studies on equity, and coordination with experts like Dr. Hunter and Linda Ruest.
- Building DEI committees are reviewing and staying abreast of the ongoing State and District commitment to equitable and inclusive practices that honor our community's diversity.
- DEI committees are conducting needs assessments, planning focus groups, and meeting regularly to ensure continuous development of inclusive practices within their school communities.

**#1B District and building teams will examine existing committees, practices, curricula, schedules, structures and ensure that all voices are equitably represented.**

- Every classroom has a diverse classroom library that provides "windows" and "mirrors" for students to reflect upon their own culture or learn about different cultures.
- School libraries have a diverse selection of texts that students can exercise choice to select their books.
- Read-alouds within the classroom are an effective vehicle to discuss cultures, traditions, and celebrations.
- Through Community Circles and Morning Meetings, elementary students can share critical elements of their identity with peers and staff.
- Buildings are actively integrating more diverse representation into curricula, highlighting women and minority contributions, and promoting a culture of belonging.
- Buildings continue to review building practices through an equity lens, ensuring that holiday practices, disciplinary practices, etc. are inclusive, rather than exclusive.
- Work is underway on the redesign of the elementary school progress report, aligning it with the work of the Homework/Grading/Assessment committee.
- The Music Department is doing curriculum and assessment work to ensure that grading practices are equitable and inclusive.

HIGHLIGHTS MAY 2025

# HIGHLIGHTS
## MAY 2025

## CREATING A DIVERSITY, EQUITY, AND INCLUSION CULTURE IN THE DISTRICT AND SCHOOLS

**#1C The District and schools will share responsibility for establishing restorative communities in which all students' academic and wellness needs are met.**

- Assistant Principal meetings throughout the 24-25 school year were devoted to Restorative Practices, working with Lori DeCarlo, from Restorative Edge Consulting.
- The District Code of Conduct has been revised to include the essential elements of Restorative Practices.
- Restorative Practices are being used in our classrooms and schools to address student behavior.
- Restorative Practices have been integrated into the first year of the District Induction Program to ensure that all new faculty understand the practices and the District commitment to them.
- Professional learning experience for faculty throughout the year have included Tiers 1,2, and 3 Restorative Practices.

**#1D The district and schools will promote the use of inclusive language that meets the evolving needs of our community. Inclusive language fosters belonging; we must choose words that include, rather than exclude.**

- Schools are creating processes to review communications to avoid gendered language, family structure assumptions, or culturally- specific references that may exclude. (e.g. family conferences vs parent conference, Mother's Day/Father's Day activities)
- Communications with families in which English is not their first language are provided in their language of preference.




HIGHLIGHTS MAY 2025

# HIGHLIGHTS
## JANUARY 2026

## CREATING A DIVERSITY, EQUITY, AND INCLUSION CULTURE IN THE DISTRICT AND SCHOOLS

**#1A Each school will establish a DEI Team, representing its diverse stakeholders. These teams will work together with building administrators to develop the building-level work of the DEI plan and share their work with faculty and the District DEI Team.**

- School DEI committees have developed hallway and/or digital displays that recognize diverse languages and cultures of the school community.
- DEI teams are collaborating with Shared Decision Making (SDM) and PTSA to align efforts and expand diversity, equity, and inclusion work.
- Elementary DEI committees have contributed to year-round read aloud initiatives that celebrate equity, inclusion, and various cultures throughout the community. Students engage in activities centered on the book's theme and develop portfolios they share with their family to celebrate the diverse cultures of their school.
- School DEI committees have made efforts to expand participation to include a more diverse set of teacher, family, and student perspectives.
- Mill Middle's DEI committee completed an equity audit. This audit allowed students to contribute their perspectives in order to improve the school's practices and sense of community.

**#1B District and building teams will examine existing committees, practices, curricula, schedules, structures and ensure that all voices are equitably represented.**

- Building-based Shared Decision Making (SDM) teams implement cross-functional collaboration with other building-level action teams, such as the DEI Committee, to reflect upon and enhance inclusiveness in building initiatives, including programs like character education.
- Schedules are carefully crafted to ensure all students receive equitable access to elective and curricular extension classes.
- All teachers are invited to participate in curriculum and assessment work. Curriculum work is shared department-wide for feedback ensuring equitable representation.
- Schools are engaged in the review of homework, grading, and assessment practices and how these practices may impact student learning.

HIGHLIGHTS JANUARY 2026

# HIGHLIGHTS
## JANUARY 2026

## CREATING A DIVERSITY, EQUITY, AND INCLUSION CULTURE IN THE DISTRICT AND SCHOOLS

**#1C The District and schools will share responsibility for establishing restorative communities in which all students' academic and wellness needs are met.**

- Middle School building-based Restorative Practices teams have received in-depth training with Lori DeCarlo from Restorative Edge. Schools have self-assessed restorative practice indicators in their schools and developed five step action plans for further implementation.
- The Office of Professional Learning will participate in monthly coaching to enhance their ability to support building-level initiatives.
- In Fall 2025, the Professional Learning catalog emphasized courses aimed at helping educators promote a sense of belonging among all students.
- Schools are training faculty and staff on Tier 2 Restorative Practices, such as affective language and hallway chats.

**#1D The district and schools will promote the use of inclusive language that meets the evolving needs of our community. Inclusive language fosters belonging; we must choose words that include, rather than exclude.**

- Schools promote inclusive language by ensuring all communication is welcoming, culturally responsive, and reflective of the diverse Williamsville community.
- At Casey Middle, the DEI, Values and Visions, and Communications committees help review messaging for use of strengths-based language and create accessible materials to foster a strong sense of belonging for every student and family.
- Several schools have created aide/staff specific handbooks to better equip adults to communicate and work effectively with students. This includes learning how to use person-first language when speaking to students.
- School DEI teams conducted equity audits in which common areas, hallways, and entry points are being reviewed for inclusivity, signs of belonging and connection to the school.

HIGHLIGHTS JANUARY 2026

# HIGHLIGHTS
## JUNE 2026

# CREATING A DIVERSITY, EQUITY, AND INCLUSION CULTURE IN THE DISTRICT AND SCHOOLS

**#1A Each school will establish a DEI Team, representing its diverse stakeholders. These teams will work together with building administrators to develop the building-level work of the DEI plan and share their work with faculty and the District DEI Team.**

- Dodge Elementary implemented a school-wide initiative where every classroom engaged with Sonia Sotomayor's Just Ask. This shared experience served to facilitate meaningful dialogue regarding identity, diverse abilities, and the essential value of inclusion within the learning community.
- Maple East Elementary's Heritage Project team has strategically aligned their efforts with DEI priorities. This collaboration ensures the authentic representation of diverse histories and centers the unique voices within our community.
- In a collaborative effort, building administrators and social studies teachers worked together to define project goals and integrate inclusive resources. This ongoing process of consultation and feedback has strengthened historical accuracy and cultural responsiveness, while deepening student engagement through multiple perspectives.
- The District DEI committee convened regularly throughout the academic year to synthesize building-level updates and share innovative initiatives taking place across the district.

**#1B District and building teams will examine existing committees, practices, curricula, schedules, structures and ensure that all voices are equitably represented.**

- Elementary educators have been central to the selection of a new ELA curriculum. Their ongoing feedback and pedagogical insights ensure that the curriculum remains responsive and effectively addresses the diverse needs of every learner.
- The Heim Elementary Cultural Committee established an "International Spirit Week" as a platform to celebrate and honor the school's rich cultural tapestry. Through intentional thematic selection, this initiative empowered students to share their unique traditions and identities, fostering a deeper sense of communal belonging.
- At Forest Elementary, the building DEI committee continually seeks ways to recognize students and celebrate their cultures. Annually, the third grade team runs a "World Expo" which is open to families to attend.
- Mill Middle performed a comprehensive equity audit to evaluate and enhance the inclusivity of school environments. By integrating stakeholder feedback and data, the building team developed a targeted action plan to expand representation and strengthen each student's sense of connection within the community.
- Casey Middle continues to review building practices, structures, committees, and student experiences to ensure all voices are represented and valued. Over 90% of staff members serve on at least one building-level committee, helping create broad representation and collaboration across the school community. Through staff committees, student feedback, and ongoing reflection, the building works to create equitable opportunities for participation, inclusion, and belonging for all students and staff.

HIGHLIGHTS JUNE 2026

# HIGHLIGHTS
## JUNE 2026

## CREATING A DIVERSITY, EQUITY, AND INCLUSION CULTURE IN THE DISTRICT AND SCHOOLS

**#1C The District and schools will share responsibility for establishing restorative communities in which all students' academic and wellness needs are met.**

- Maple East Elementary has strategically integrated "Planned Discussion" methodologies to cultivate proactive, neutral-time dialogues. By reframing the educator's role as a coach who facilitates reflection and goal-setting, this initiative has deepened teacher-student relationships and significantly enhanced behavioral outcomes within the community.
- Casey Middle established a Restorative In-School Suspension environment centered on reflection and collaborative problem-solving to more effectively address student wellness. Complementing this, homeroom communities continue to serve as essential spaces for fostering connection and engaging in schoolwide community-building that strengthens each student's sense of belonging.
- In partnership with the Office of Professional Learning, Middle Schools piloted building-level restorative practices teams. This collaborative initiative was designed to empower faculty through targeted training while facilitating the exchange of innovative pedagogical practices across the level.
- The Office of Professional Learning engaged in comprehensive training for restorative practice coaching.
- At Heim Elementary, teachers and staff participated in professional learning focused on affective communication to strengthen positive, supportive interactions with students and colleagues. This training emphasizes building trust, empathy, and clear communication to better support student social-emotional needs.
- South High continues to approach discipline through a restorative lens. The MTSS committee is operating with fidelity and school counselors and administration have helped reduce chronic absenteeism by connecting with families through attendance calls and letters.

**#1D The district and schools will promote the use of inclusive language that meets the evolving needs of our community. Inclusive language fosters belonging; we must choose words that include, rather than exclude.**

- Schools promote inclusive language by ensuring all communication is welcoming, culturally responsive, and reflective of the diverse Williamsville community.
- At Casey Middle, the DEI, Values and Visions, and Communications committees help review messaging for use of strengths-based language and create accessible materials to foster a strong sense of belonging for every student and family.
- Several schools have created aide/staff specific handbooks to better equip adults to communicate and work effectively with students. This includes learning how to use person-first language when speaking to students.
- School DEI teams conducted equity audits in which common areas, hallways, and entry points are being reviewed for inclusivity, signs of belonging and connection to the school.

HIGHLIGHTS JUNE 2026

# DEI GOAL AREA #1

## JUNE 2026

## CREATING A DIVERSITY, EQUITY, AND INCLUSION CULTURE IN THE DISTRICT AND SCHOOLS

| | Beginning | Developing | Proficient | Exemplary |
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| 1A: Each school will establish a DEI Team, representing its diverse stakeholders. These teams will work together with building administrators to develop the building-level work of the DEI plan and share their work with faculty and the District DEI Team. | A DEI team has not yet been established.<br><br>or<br><br>There is minimal collaboration with building administrators; limited support for DEI efforts. | A DEI team has been established.<br><br>There is some diversity among DEI team members, but some groups may be underrepresented.<br><br>There is minimal collaboration with building administrators. | A DEI team has been established.<br><br>Key stakeholder groups are represented on the DEI team.<br><br>There is regular collaboration with administrators; shared goals for DEI work are established. | A DEI team has been established.<br><br>The DEI team is fully representative of the school community's diversity; all key stakeholders are actively included.<br><br>There is strong, ongoing collaboration with administrators; the DEI team actively influences building-level decisions. |
| 1B: District and building teams will examine existing committees, practices, curricula, schedules, structures and ensure that all voices are equitably represented. | A DEI team has not yet been established.<br><br>or<br><br>The DEI team has not yet begun to examine committees, practices, curricula, schedules, structures within the school to ensure that all voices are equitably represented. | The DEI team has begun the work of reviewing current practices, committees, curricula, schedules, and structures.<br><br>The team has a basic awareness of inequities. | The DEI team has completed a review of current practices, committees, curricula, schedules, and structures.<br><br>The team has identified most inequities. | The DEI team has conducted a thorough and systematic review of current practices, committees, curricula, schedules, and structures.<br><br>The team has developed a clear action plan to address all identified inequities. |

# DEI GOAL AREA #1

## JUNE 2026

## CREATING A DIVERSITY, EQUITY, AND INCLUSION CULTURE IN THE DISTRICT AND SCHOOLS

| | Beginning | Developing | Proficient | Exemplary |
|---|---|---|---|---|
| 1C: The District and schools will share responsibility for establishing restorative communities in which all students' academic and wellness needs are met. | A DEI team has not yet been established.<br><br>There is minimal to no collaboration; goals and vision are unclear or not shared.<br><br>Students' academic and wellness needs are not supported by restorative communities. | There are some efforts to establish restorative communities, but significant gaps exist.<br><br>There is limited collaboration; some goals are identified but misaligned. | Some students benefit from participation in restorative communities. Student academic and wellness needs are generally met.<br><br>There are solid efforts in collaboration and support, with room for enhancement. | All students benefit from participation in restorative communities.<br><br>The District and school work seamlessly together, effectively supporting all students' needs. |
| 1D: The district and schools will promote the use of inclusive language that meets the evolving needs of our community. Inclusive language fosters belonging; we must choose words that include, rather than exclude. | There is little awareness of inclusive language and/or concepts; training is lacking.<br><br>Inclusive language is rarely used in curricular materials. | There is some awareness and attempt at using inclusive language; limited training or resources have been provided.<br><br>Some curricular materials incorporate inclusive language. | There is a general awareness among staff and students of inclusive language; regular training is offered.<br><br>Most curricular materials reflect inclusive language. | There is a high level of awareness of inclusive language; ongoing training and resources are readily available.<br><br>Curricular materials consistently reflects inclusive language; diverse perspectives are integrated throughout. |

# DEI GOAL AREA #2

# DIVERSITY, EQUITY, AND INCLUSION IN THE CURRICULUM

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| **Goal Statement #2A** | **The full diversity of our District community and beyond will be reflected in the curriculum in order to ensure that students will both relate to the curriculum and respect the perspectives and experiences of others.** |
| **Goal Activities for Goal Statement #2A** | 2A.1. Teachers will be aware of the diversity of our community and consider it in the selection of curricular and supplemental materials and the design of instruction. |
| **Goal Statement #2B** | **All students will have equitable access to the curriculum (e.g. differentiated instruction, Universal Design for Learning, intervention, accelerated coursework).** |
| **Goal Activities for Goal Statement #2B** | 2B.1. Teachers will differentiate instruction to meet the needs of all learners.<br>2B.2. Interventions will be available for students across the learning spectrum to help them access and participate in the curriculum.<br>2B.3. Students will have equitable access to technology to support their learning. |
| **Goal Statement #2C** | **All faculty will implement inclusive, culturally- responsive and sustaining pedagogical practices.** |
| **Goal Activities for Goal Statement #2C** | 2C.1. Teachers will develop an awareness of NYSED's Culturally Responsive-Sustaining Education Framework and adhere to the key principles of:<br>● Creating a Welcoming and Affirming Environment<br>● Fostering High Expectations and Rigorous Instruction<br>● Identifying Inclusive Curriculum and Assessment<br>● Engaging in Ongoing Professional Learning and Support |



# HIGHLIGHTS
## MAY 2024

## DIVERSITY, EQUITY, AND INCLUSION IN THE CURRICULUM

**#2A The full diversity of our District community and beyond will be reflected in the curriculum in order to ensure that students will both relate to the curriculum and respect the perspectives and experiences of others.**

- Students are offered "windows, mirrors, and sliding glass doors" through what they read as we invest in diverse texts at all levels. Dr. Jevon Hunter is helping ELA teachers examine their current units of instruction through a DEI lens.
- Schoolwide read-alouds and project-based learning opportunities help students connect with others.
- Varying community perspectives and experiences are infused into curricular materials as part of the STEAM program.
- DEI elements are incorporated into all social studies curriculum work with representative teacher groups. The new elementary social studies curriculum is aligned with DEI principles.
- Teachers are explicitly incorporating more examples of positive contributions by women and minorities into lessons and projects.
- The math curriculum is a dynamic document that continues to evolve to include diverse perspectives, entry points, and experiences for all students. New texts include more diverse and culturally-relevant examples and a range of representation of people and cultures.
- World Languages texts align with newly-implemented World Languages standards, reflecting diverse perspectives and experiences.
- Selected repertoire in performing ensembles and artist spotlights align with the NYS standards and the DEI Framework. In Business and FACS, real-world application is reflective of and offers diverse experiences.
- The District course catalog includes a number of opportunities for diverse course programs of study (e.g. Human Rights and Genocide Studies, Thinking Critically in the Age of Misinformation, AP African American Studies, Women's Studies).
- The study of local history and our community takes place at the elementary level within the Social Studies curriculum and in alignment with the New York Social Studies framework (e.g. grade 4). Teachers at all grade levels take opportunities to make corrections to the local community within their Social Studies instructions.
- The Office of Instruction has partnered with schools on programs to ensure access of information and enhanced opportunities for systematic equity and inclusion (e.g. Williams Commission).
- Directors continue to work collaboratively with teachers in their areas to provide increased opportunities for students to demonstrate their learning in authentic ways and through hands-on and project based learning (curriculum, instruction and assesment).
- Schools have focused on opportunities for students to incororate their backgrounds, perspectives and identities as a part of their educational experiences.

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# HIGHLIGHTS
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## DIVERSITY, EQUITY, AND INCLUSION IN THE CURRICULUM

**#2B All students will have equitable access to the curriculum (e.g. differentiated instruction, Universal Design for Learning, intervention, accelerated coursework).**

- The comprehensive plan for ELA at the elementary and middle school levels provides for consistent and equitable access to all resources and materials across all buildings. ESoL and special education teachers are included in ELA curriculum work at all levels to ensure that all students and their learning styles and needs are represented in planning for instruction.
- The social studies pilot program incorporates scaffolds for ELLs, special education students, and students with differing ability levels.
- The Instructional Technology Coaches are training teachers in the use of tech tools that support differentiation and respect student learning styles (e.g. Quizizz, Book Creator, Padlet, MOTE, etc.)
- Ongoing work with math specialists and gifted programming specialists, as well as general math professional learning opportunities, all focus on effective, differentiated instruction. Math specialists are pushing into classrooms to model and support the use of these practices with classroom teachers. Dr. D Wilson is partnering with math teachers to develop their capacity in "building thinking classrooms." The District is partnering with Dr. K Imm to conduct lab site studies to support teachers in effective instructional practices.
- Professional learning opportunities in inclusion, differentiation, Universal Design for Learning, and intervention were included in the March 8th Staff Development Day and will be offered in the Summer professional learning offerings. Opportunities will also be offered during the 2024-2025 school year.
- A District-wide technology device loaner request program was established at the high school level.
- The District continues to offer a continuum of interventions and supports for students. This will be further enhanced with planned updates to the Child Study Team pprocess.

HIGHLIGHTS MAY 2024

# HIGHLIGHTS
## MAY 2024

## DIVERSITY, EQUITY, AND INCLUSION IN THE CURRICULUM

**#2C All faculty will implement inclusive, culturally- responsive and sustaining pedagogical practices.**

- NYSED's "Culturally Responsive-Sustaining Education Framework (CR-SE)" has been examined and discussed at faculty meetings in all buildings. Subsequently, it has been integrated into the instructional and mental health induction curricula to ensure that all teachers are familiar with the document and its fundamental principles.
- The Instruction Technology Coaches have studied the framework in their team meetings and now support teachers in their understanding and implementation of the framework.
- In professional learning sessions, science, FACS, business, art, and music teachers are developing their understanding of the CRS-E Framework and what it should look and sound like in their classrooms.
- Many teachers have engaged in an extensive series of professional learning experiences with Dr. Jevon Hunter and have moved beyond an awareness of culturally-relevant practices to effective implementation. Their students have completed a "critical inquiry project," in which they investigate real-world issues, centering student voice and community in their work. Several of these students and their teachers shared these projects at the Youth Conference at Nazareth College in early May.
- Schools are engaging in building-wide read-alouds, cultural heritage events, and other culturally-relevant, inclusive practices.



HIGHLIGHTS MAY 2024

# HIGHLIGHTS
## MAY 2025

## DIVERSITY, EQUITY, AND INCLUSION IN THE CURRICULUM

**#2A The full diversity of our District community and beyond will be reflected in the curriculum in order to ensure that students will both relate to the curriculum and respect the perspectives and experiences of others.**

- Advanced Placement African American Studies is being offered in our high schools.
- The varying perspectives and experiences of our diverse community are considered and infused into summer curriculum work with representative teacher groups.
- The math curriculum continues to evolve to include diverse perspectives, entry points, and experiences for all students.
- Intentional programming and thematic experiences are included in the Arts classrooms and instructional resources - i.e. music selections, composer & artist representation reflective of our student population and families.
- Student/family cultural identity work is being done in the elementary schools (e.g.Trading Cards project, Identity bags, What's in a name? etc.)
- Building read-alouds focus on texts that help students connect with one another and view differences and strengths.

**#2B All students will have equitable access to the curriculum (e.g. differentiated instruction, Universal Design for Learning, intervention, accelerated coursework).**

- Teachers and co-teachers differentiate instruction to meet the needs of all learners.
- Students have access to AIS in literacy and math and other support services as necessary.
- All students have access to Chromebooks in the classroom setting.
- Tier 1 training on best practices in working with ELLs and Special Education students has taken place. A robust Tier 2 and Tier 3 program is in place.
- High schools continue to evaluate student course selection to ensure that there are no barriers to allowing all students access to courses that help them to achieve their goals.
- Social studies programs include scaffolds for ELLs, SwDs and students with differing ability levels.
- The math department continues to partner with Dr. David Wilson and Dr. Kara Imm to support the implementation of effective math instructional practices that support all learners.
- Gifted Programming Specialists are now included in the conversations with math teachers about differentiation.

HIGHLIGHTS MAY 2025

# HIGHLIGHTS
## MAY 2025

## DIVERSITY, EQUITY, AND INCLUSION IN THE CURRICULUM

**#2C All faculty will implement inclusive, culturally- responsive and sustaining pedagogical practices.**

- Culturally-responsive and sustaining practices have been integrated into the District's Induction Program.
- All teachers are expected to implement the Thoughtful Classroom Teacher Effectiveness Framework's Four Cornerstones in order to create a welcoming and affirming environment for all students:
    - Organization, Rules, and Procedures
    - Positive Relationships
    - Engagement and Enjoyment
    - A Culture of Thinking and Learning
- Elementary faculty attended Dr. Jevon Hunter's keynote, "Beyond Cute: Reengaging Culturally Relevant Education in the Elementary School" at the August Staff development Day. Examples were shared of Williamsville teachers' and students' work that exemplified effective culturally-responsive practices.
- Williamsville teachers presented their culturally-responsive work - Critical Inquiry Projects - to their WCSD colleagues.
- High school faculty attended Dr. Jevon Hunter's keynote, "Culturally Relevant Education," at the October Staff Development Day, establishing a shared understanding.
- DEI committees and faculty meetings continue to focus on culturally-responsive practices.



HIGHLIGHTS MAY 2025

# HIGHLIGHTS
## JANUARY 2026

## DIVERSITY, EQUITY, AND INCLUSION IN THE CURRICULUM

**#2A The full diversity of our District community and beyond will be reflected in the curriculum in order to ensure that students will both relate to the curriculum and respect the perspectives and experiences of others.**

- Students at Country Parkway Elementary contributed to a building-wide traditions quilt. Each student will bring home a quilt square, and families are encouraged to design the square to reflect their unique family traditions. Once all squares are returned, they will be assembled into classroom quilts for display during the Family Festival night to celebrate diversity and promote inclusivity and unity.
- In the elementary schools, each grade level will explore holidays celebrated around the world. Throughout the month, the library and classrooms feature books that highlight diverse cultural practices, stories, and celebrations. Teachers share information and visuals that help students recognize and honor the cultural richness of our community.
- At Maple East Elementary, the heritage wall spotlights various cultures, customs, languages and traditions in the main hallway. Lesson plans are aligned with the wall and focus on the content of the wall (map, countries, languages, quotes), and are aligned with ELA and Social Studies standards. Classroom teachers have a passport, which can be checked off after each lesson plan has been completed.
- In math, Building Thinking Classroom practices have increased student collaboration, encouraged students to engage with and consider the perspectives of others, and supported deeper problem-solving and critical thinking.
- In ELA classrooms, student choice within book clubs allows students to explore varying perspectives. Texts are continually being updated with new additions available to provide diversity in the curriculum. Students are able to read about the unique perspectives and experiences of others.
- In World Languages, rubrics and curriculum maps are used to enhance opportunities for cultural connections and diverse perspectives within the curriculum.
- In Social Studies, teachers are incorporating more primary sources from diverse perspectives into instruction. These sources help students engage directly with voices and experiences from different cultural, racial, and historical backgrounds, supporting the district's commitment to inclusive and representative learning materials.
- In Science, students work together to investigate, observe, model, design, analyze and communicate. Emphasis is placed on the value of diverse perspectives and the power of collective knowledge as students develop their insights and responses as they acquire scientific knowledge.
- Intentional programming in the Arts includes and represents the diverse backgrounds and cultures of our student population and their families to ensure our students see themselves in the composers, artists, and thematic music integrated into the classrooms and performances throughout the year.

HIGHLIGHTS JANUARY 2026

# HIGHLIGHTS
## JANUARY 2026

## DIVERSITY, EQUITY, AND INCLUSION IN THE CURRICULUM

**#2B All students will have equitable access to the curriculum (e.g. differentiated instruction, Universal Design for Learning, intervention, accelerated coursework).**

- A new process was implemented for ensuring equitable access to accelerated courses. Information regarding accelerated courses was shared with all students and families. Students and families engaged in self-nomination for accelerated courses.
- AIS classes ensure that all students have equitable access to both enrichment and targeted support, providing opportunities to grow their strengths while addressing individual learning needs.
- Gifted Programming Specialist teachers push into classrooms for Level 2 exploration. Additionally, buildings provide several Level 1 experiences to enrich all learners in the form of events like assemblies and academic fairs.
- Co-teachers have participated in training designed to enhance collaboration with general education teachers and ensure the needs of all students are met.

**#2C All faculty will implement inclusive, culturally- responsive and sustaining pedagogical practices.**

- DEI committees and faculty meetings continue to focus on culturally responsive practices, fostering inclusive learning environments, raising awareness of diverse perspectives, and guiding the integration of equity-focused strategies into classroom instruction.
- The library program promotes inclusive, culturally responsive learning by providing diverse resources, supporting research and inquiry, and highlighting multiple perspectives. Librarians collaborate with teachers to integrate materials that foster critical thinking, empathy, and global awareness, creating a space where all students' voices and experiences are recognized and valued.
- Arts teachers integrate strategies that promote equity, foster student voice, and encourage engagement, while creating learning environments where all students feel represented, valued, and empowered to succeed academically and socially. These practices include thoughtful selection of repertoire, artist/composer representation, collaborative and student-centered learning experiences through real-world experiences, and ongoing reflection to adapt instruction to support a wide range of learners.

HIGHLIGHTS JANUARY 2026

# HIGHLIGHTS
## JUNE 2026

## DIVERSITY, EQUITY, AND INCLUSION IN THE CURRICULUM

**#2A The full diversity of our District community and beyond will be reflected in the curriculum in order to ensure that students will both relate to the curriculum and respect the perspectives and experiences of others.**

- Building-level DEI teams are designing informal curricula to be integrated into morning meeting circles. These specialized lessons leverage accessible discussion prompts to cultivate a shared culture of acceptance and inclusivity through developmentally appropriate dialogue.
- Heim Elementary participated in a collaborative art project utilizing "Colors of the World" paper to promote authentic representation and inclusion. This activity is complemented by a reflective writing exercise designed to help students identify shared similarities and honor unique differences with their buddies.
- At Mill Middle, the 8th-grade instructional team is implementing project-based learning modules that bridge classroom content with community needs, individual student interests, and diverse cultural identities.
- At Heim Middle, through the Cultural Connections Club, student leaders are collaborating with elementary peers to facilitate instructional sessions focused on global traditions and cultural heritages.
- Across content areas, instructional practices continue to integrate diverse primary and secondary sources, emphasizing inquiry-based lessons that cultivate critical thinking and respectful cross-cultural dialogue.
- The District has expanded its repository of instructional materials to more authentically reflect the identities of our student body and the broader global community.
- Ongoing professional learning and collaborative opportunities have been facilitated to support faculty in the implementation of culturally responsive and inclusive pedagogical practices.

HIGHLIGHTS JUNE 2026

# HIGHLIGHTS
## JUNE 2026

## DIVERSITY, EQUITY, AND INCLUSION IN THE CURRICULUM

**#2B All students will have equitable access to the curriculum (e.g. differentiated instruction, Universal Design for Learning, intervention, accelerated coursework).**

- At Heim Middle, instructional growth has been fortified through collaborative training for co-teaching teams and the provision of targeted AIS and specialist support for remedial intervention. These efforts are systematically integrated with Grade Level, CAPS, and MTSS meetings to ensure that high-leverage instructional practices are accessible and equitable for every student.
- Mill Middle is leveraging strategic data analysis to ensure that every student's academic requirements are comprehensively met. The MTSS framework has been redefined to guarantee that students receive equitable access to necessary instructional services and specialized support. Furthermore, 7th-grade students are provided with opportunities for academic acceleration through the 7A Conversion course offered during summer sessions.
- Maple East Elementary developed comprehensive curriculum maps that span across all courses to guarantee that all students benefit from consistent, high-quality learning experiences. The implementation of aligned grade-level projects and frequent collaborative department meetings facilitates the ongoing exchange of effective instructional strategies throughout the academic year.

**#2C All faculty will implement inclusive, culturally- responsive and sustaining pedagogical practices.**

- Across all buildings, teachers developed professional study plans aligned with the CR-SE Framework and SEL practices.
- All buildings engage in continued professional conversations regarding culturally responsive instruction and equitable learning experiences.
- The Spring Professional Learning catalog featured an array of course offerings centered on CR-SE, encompassing diverse instructional methodologies and book studies designed to enhance inclusive practices.

HIGHLIGHTS JUNE 2026

# DEI GOAL AREA # 2

## JUNE 2026
## DIVERSITY, EQUITY, AND INCLUSION IN THE CURRICULUM

| | Beginning | Developing | Proficient | Exemplary |
|---|---|---|---|---|
| 2A: The full diversity of our District community and beyond will be reflected in the curriculum in order to ensure that students will both relate to the curriculum and respect the perspectives and experiences of others. | There is limited representation of diverse perspectives in the curriculum; curriculum reflects a single narrative. | There are some diverse perspectives included in the curriculum, but gaps and under-representation are evident. | Curricular materials generally reflect diverse perspectives; a variety of voices is present. | Curriculum consistently reflects the diversity of the community; multiple voices and experiences are actively included. |
| 2B: All students will have equitable access to the curriculum (e.g. differentiated instruction, Universal Design for Learning, intervention, accelerated coursework). | Instruction is largely one-size-fits-all, with minimal differentiation.<br><br>Few support services are available; there are significant barriers to access. | Some differentiation is evident, but is not consistently applied across all lessons.<br><br>Some support services are available, but access is limited or inconsistent. | Differentiation is routinely employed to meet students' diverse learning needs.<br><br>A range of support services is available and utilized by students. | Instruction is highly differentiated; tailored approaches are used for every learner.<br><br>Comprehensive support services are proactively offered and easily accessible to all students. |

# DEI GOAL AREA # 2

## JUNE 2026
## DIVERSITY, EQUITY, AND INCLUSION IN THE CURRICULUM

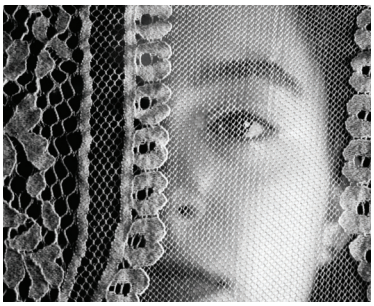
| | Beginning | Developing | Proficient | Exemplary |
|---|---|---|---|---|
| 2C: All faculty will implement inclusive, culturally- responsive and sustaining pedagogical practices. | There is limited understanding and application of culturally-responsive practices.<br><br>Instruction is not inclusive; diverse perspectives are largely ignored. | There is some understanding, and some attempts are made to incorporate culturally-responsive practices.<br><br>There is some inclusivity in instruction; diverse perspectives are occasionally included. | There is a broad understanding and application of culturally-responsive practices in teaching.<br><br>Instruction is mostly inclusive; a range of diverse perspectives is integrated into the curriculum. | There is a deep understanding and consistent application of culturally-responsive practices that inform all teaching.<br><br>Instruction is fully inclusive; teachers actively engage and value diverse perspectives in lessons. |

# DEI GOAL AREA #3

# RAISING STUDENT VOICE

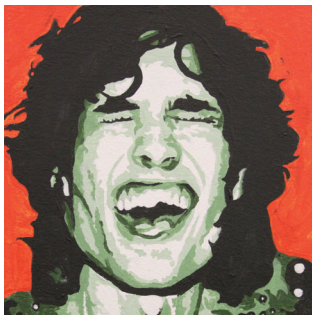
| | |
|---|---|
| **Goal Statement #3A** | **Students will be provided opportunities to express their identities in the school setting.** |
| **Goal Activities for Goal Statement #3A** | 3A.1. District and Building staff and students (when appropriate) will engage in the planning and implementation of opportunities for students to express their identities (e.g. Heritage Day, Identity Work) |
| **Goal Statement #3B** | **Student voice should be honored at all levels through age-appropriate expression. Community-building circles (a Tier 1 restorative practice) should be used to help students develop their voice.** |
| **Goal Activities for Goal Statement #3B** | 3B.1. All students will experience Tier 1 restorative educational practices (e.g. Community building circles, restorative conversations). |
| **Goal Statement #3C** | **Students will have equitable opportunities to participate in extracurricular activities, clubs, and other enrichment experiences with appropriate support.** |
| **Goal Activities for Goal Statement #3C** | 3C.1. Schools will expand opportunities for students to participate in a variety of extracurricular, enrichment, and leadership development activities. |







WILLIAMSVILLE
CENTRAL SCHOOL DISTRICT
Est. 1893



# HIGHLIGHTS
## MAY 2024

## RAISING STUDENT VOICE

**#3A Students will be provided opportunities to express their identities in the school setting.**

- The District Literacy Coach, Dr. Melissa Johnson, and our Instructional Tech Coaches have worked with our elementary schools on student identity work (e.g. "I Am Every Good Thing" SEL project, "I Am" poems).
- The District "Individuals of Significance" project includes weekly videos to correspond with monthly awareness themes (e.g., Hispanic Heritage, Native American Heritage, Universal Human Rights, etc). These can be used as a springboard for classroom instruction and to raise awareness around monthly themes.
- Building identity is one of the six action steps central to the "Bridges in Mathematics" program. Students build their identities as mathematicians within their broader identities. Family math events have included students speaking and sharing their math identities (e.g., their math super powers).
- Units have been developed for grades 6-8 French and Spanish and grade 9 Latin and German courses that incorporate student identity, and others promote positive engagement with diverse cultural groups.
- All arts-based curriculum embeds student voice and expression as an essential aspect of instruction. FACS and Business courses embed opportunities for students to connect and collaborate with peers to express themselves.

**#3B Student voice should be honored at all levels through age-appropriate expression. Community-building circles (a Tier 1 restorative practice) should be used to help students develop their voice.**

- All math, business, art, music, and FACS meetings begin with community circles to model this best practice and promote their use in classrooms with students to develop both community and student voice.
- PE units and activities center around student voice and choice.
- Music teachers have developed a weekly instructional activity used to promote student choice, voice, and personal reflection.
- Instructional Tech Coaches work with teachers and students to learn ways to exercise their student voice digitally.
- "Identity Mapping" continues in various forms at the elementary level as students explore and share their personal and cultural identities. (e.g. developing student "trading cards")
- Teachers at all levels engage students in community-building processes to support their social and academic growth.

HIGHLIGHTS MAY 2024

# HIGHLIGHTS
## MAY 2024

## RAISING STUDENT VOICE

**#3C Students will have equitable opportunities to participate in extracurricular activities, clubs, and other enrichment experiences with appropriate support.**

- A spring WCSD "Challenge to Change" event was developed and held to support high school students in developing their social consciousness and student voice.
- A group of middle school faculty and students participated in a youth conference at Nazareth University during which they shared oral presentations of their "critical inquiry projects", developing and exercising their student voice.
- Middle school and high school clubs are specifically designed to support students in developing their voice and advocating for social change (Challenge to Change, Social Justice Clubs, etc.)
- Expanded after-school clubs and intramurals are available for students and are posted in bi-weekly newsletters. Additional opportunities for voice and choice have been developed (Gardening club, Principal's Advisory Council, MS musical, etc.)



HIGHLIGHTS MAY 2024

# HIGHLIGHTS
## MAY 2025

## RAISING STUDENT VOICE

**#3A Students will be provided opportunities to express their identities in the school setting.**

- Visual & Performing Arts programming includes many opportunities for students to express their identities. Several projects are centered around personal identity and expression at various levels.
- At Mill Middle, students participated in the "Voices of Genius" event that showcased their interests and talents.
- The high schools collaborated on Unity In Diversity by developing new ideas and adding more background and information/activities to the event-possible week long event for students in various settings/ways
- Students at North High researched famous contributors for District designated Heritage Months. Students created slideshows that outlined their contributions.
- Teachers have the opportunity to participate in a course, "Honoring Your Students' Identities" to learn ways to integrate their students' cultural and family identities into their instruction.
- At the elementary level, building-wide Read Alouds are used to develop identity work within the student population. Following the reading of the book, each student completes an identity map of themselves.

**#3B Student voice should be honored at all levels through age-appropriate expression. Community-building circles (a Tier 1 restorative practice) should be used to help students develop their voice.**

- Tier 1 Restorative Practices, Community Circles, are fully implemented in all elementary schools.
- Community Circles are being held in all middle schools during homebase, promoting community building and positive connections.
- Community Circles are held at the start of math meetings, induction meetings, tech coach meetings, and PD experiences for faculty as a way to promote their use in classrooms with students.
- Professional learning opportunities have been offered that focus on Tier 2 Restorative Practices.
- Student voice is the East High DEI committee's focus for the year. New initiatives have been undertaken through student government around DEI, Sources of Strength, Challenge 2 Change, and others.
- Buildings are creating DEI/SEL resources to share with faculty for use in classrooms.

HIGHLIGHTS MAY 2025

# HIGHLIGHTS
## MAY 2025

## RAISING STUDENT VOICE

**#3C Students will have equitable opportunities to participate in extracurricular activities, clubs, and other enrichment experiences with appropriate support.**

- At the elementary level, multiple clubs are offered to students across grade levels, focusing on leadership, sports, and student interest. Involvement with the clubs is extensively communicated with parents. Staff members are leading these groups. ( e.g. Video Announcement Club, Student Council, etc.)
- A new club at Casey Middle, the Casey Coalition, promotes student voice and showcases students through the Casey Spotlight.
- At the middle schools, intramurals and clubs are offered both before and after school to encourage student participation.
- Global 2 students at North High participated in the "Power of Ordinary People" workshop provided by the Mobile Museum of Tolerance.
- "A Day of Service" at our high schools gives students the opportunity to participate in a service field trip that honors their personal interests.
- Examples of Extra curricular activities include, but are not limited to:
    - Art Club
    - Music Club
    - Musicals
    - DECA/FBLA
    - Model UN
    - Diversity Club
    - Math and Science Olympiads
    - Math Honor Society
    - Technology Student Assn
    - FACS volunteer opportunities
    - Advisory Council
    - Gardening Club
    - Social Justice Club



HIGHLIGHTS MAY 2025

# HIGHLIGHTS
## JANUARY 2026

## RAISING STUDENT VOICE

**#3A Students will be provided opportunities to express their identities in the school setting.**

- Elementary students create self-reflective projects centered on topics like culture, holiday, tradition, food, and family and are showcased on nights such as Celebrating Diversity Night.
- Elementary students create heart maps that include their key characteristics that they share with classmates and teachers and displayed throughout the school.
- Mill Middle continues to host the Voices of Genius student and family showcase in which students can showcase their genius and express different parts of their identity.
- Social Justice clubs have been expanded to ensure space is provided for all student experiences and identities.
- At East High, students have been encouraged to be members of the DEI committee, Unity in Diversity, and started "Student Voices, Student Vision" to meet with APs and discuss the school community as it pertains to DEI.

**#3B Student voice should be honored at all levels through age-appropriate expression. Community-building circles (a Tier 1 restorative practice) should be used to help students develop their voice.**

- Middle schools continue to implement Tier 1 Community Circles in their homebases at least once a week.
- Tier 2 circles are used to resolve peer conflicts and address classroom issues.
- Aides and support staff have received training on Restorative Practices and affective language.
- Student representation on school committees and the Board of Education provide input on school policies and events.

**#3C Students will have equitable opportunities to participate in extracurricular activities, clubs, and other enrichment experiences with appropriate support.**

- An athletic bus is provided to get JV athletes to the high schools they play for, increasing access to extracurriculars.
- Schools offer a variety of academic and extracurricular clubs. Extracurriculars take place before and after school, providing multiple opportunities for students to participate in a way that aligns with their family schedules.
- In elementary schools, the new Student Council program continues to give students a voice and express their ideas which impact the school community.

HIGHLIGHTS JANUARY 2026

# HIGHLIGHTS
## JUNE 2026

## RAISING STUDENT VOICE

**#3A Students will be provided opportunities to express their identities in the school setting.**

- At Country Parkway Elementary, students craft identity quilts that include squares representing each students' unique background and family. The quilts are united into a collective classroom display for the annual Family Festival. Students participate in a goal-setting exercise that encourages them to reflect on their values and evolving identities as scholars and individuals.
- At Mill Middle, the "Legacy Project" empowered students to collaborate on painted ceiling tiles, offering a creative avenue for them to summarize and voice their middle school experiences through artistic expression.
- At East High, students are actively engaged in the DEI committee and the Unity in Diversity group. The "Student Voices, Student Vision" initiative facilitates regular dialogue between randomly selected students and building administrators to discuss school climate through a DEI lens. Additionally, a robust menu of over 80 clubs provides broad opportunities for students to celebrate and promote their diverse cultural and ethnic heritages.



HIGHLIGHTS JUNE 2026

# HIGHLIGHTS
## JUNE 2026

## RAISING STUDENT VOICE

**#3B Student voice should be honored at all levels through age-appropriate expression. Community-building circles (a Tier 1 restorative practice) should be used to help students develop their voice.**

- At South High, all students had an opportunity to make their voices heard in a school climate survey. South students also have the opportunity to be a part of brainstorming and decision-making on the building DEI, Communication, and Safety Committees.
- At North High, student voice and expression were elevated through the Student Forum with North Administration.
- Transit Middle runs weekly Community Circles in all homebases on Fridays. Students have built capacity for the language and process of circles and use them regularly in those sessions and whenever a teacher proposes one.
- At Heim Elementary, students engage daily in community circles in their classrooms, which provides them with opportunities to express their identities, thoughts, and experiences in a safe and supportive environment. These discussions help students build strong relationships with their classmates and develop a sense of belonging within the classroom community.

**#3C Students will have equitable opportunities to participate in extracurricular activities, clubs, and other enrichment experiences with appropriate support.**

- At Dodge Elementary, the Gifted Programming Specialist (GPS) teacher facilitates the Wonder Museum providing all students with enriching, hands-on learning opportunities.
- At Mill Middle, the co-curricular menu has expanded with several new clubs this year, empowering students to express themselves in diverse ways. To ensure equitable access, these clubs are scheduled at various times throughout the school day.
- At the high school level, the Skilled Trades Fair provides an opportunity to expose students to a broader range of career pathways.
- South High continues to offer extracurricular clubs (Cultural Diversity Club, Black Culture Club, Rising Electorate, Jewish Club, LIFT Club, GSA), that allow students the opportunity to engage with their peers and share their voices. Extracurricular options are driven by student interest and requests and constantly grow and evolve.

HIGHLIGHTS JUNE 2026

# DEI GOAL AREA # 3

## JUNE 2026

## RAISING STUDENT VOICE

| | Beginning | Developing | Proficient | Exemplary |
|---|---|---|---|---|
| 3A: Students will be provided opportunities to express their identities in the school setting. | There are few opportunities for students to express their identities; limited activities are offered.<br><br>There is little integration of identity expression in curriculum or school activities. | There are some opportunities available for students to express their identities, but they are infrequent or inconsistent.<br><br>There is some integration of identity expression in the curriculum; however, it is inconsistent. | There are regular opportunities provided for students to express their identities through various activities.<br><br>There is regular integration of identity expression in both curriculum and school activities. | There are numerous and diverse opportunities consistently offered, encouraging all students to fully express their identities.<br><br>Identity expression is deeply embedded in the curriculum and activities; it is a core component of the school culture. |
| 3B: Student voice should be honored at all levels through age-appropriate expression. Community-building circles (a Tier 1 restorative practice) should be used to help students develop their voice. | Student voice is not yet included and/or recognized.<br><br>Community circles are not yet being used in the classroom. | There are some efforts to honor student voices, but significant improvement is needed.<br><br>Community circles are used occasionally in some classrooms. | Student voice is generally respected, contributing to community-building within the classroom.<br><br>Community circles are regularly integrated into classroom practices. | Student voice is consistently honored, fostering a welcoming and affirming school culture.<br><br>Community circles are fully embedded into the classroom and building procedures/structures. |

# DEI GOAL AREA # 3

## JUNE 2026

## RAISING STUDENT VOICE

| | Beginning | Developing | Proficient | Exemplary |
|---|---|---|---|---|
| 3C: Students will have equitable opportunities to participate in extracurricular activities, clubs, and other enrichment experiences with appropriate support. | There is limited access to extracurricular activities; barriers prevent participation. | There is some access to activities, but barriers remain for certain groups of students. | Most students have access to a variety of extracurricular activities. | Students have equitable access to a wide range of extracurricular activities, with barriers actively addressed. |

| DEI GOAL AREA #4 | FAMILY AND COMMUNITY ENGAGEMENT |
|---|---|
| **Goal Statement #4A** | **The District and Schools will plan, develop, and implement meaningful, responsive, engaging activities that educate, raise awareness of, and support the diverse cultures in our community.** |
| **Goal Activities for Goal Statement #4A** | 4A.1. The District will research, study, explore, and educate the staff and community in order to create meaningful family/student/community engagement activities that are inclusive of all cultures.<br><br>4A.2 The District will review the district calendar through a DEI lens. |
| **Goal Statement #4B** | **The District and Schools will ensure culturally-responsive, two-way communication with families and community members.** |
| **Goal Activities for Goal Statement #4B** | 4B.1. The District and Schools will continue to provide communications in different languages and accessible formats as appropriate and provide multiple opportunities for parents to communicate in their language and method of preference. (e.g. Alt Text on visuals and text that can be deciphered with screen readers) |
| **Goal Statement #4C** | **The District and Schools will examine policies and procedures to eliminate barriers and foster family and community involvement.** |
| **Goal Activities for Goal Statement #4C** | 4C.1. The District and Schools will enhance opportunities to gather family and community feedback. |
| **Goal Statement #4D** | **The District and Schools will encourage collaboration between and among staff, families, and community members to build a welcoming, positive school environment in which all members feel they belong and are viewed as assets.** |
| **Goal Activities for Goal Statement #4D** | 4D.1. The District and Schools will ensure that schools are welcoming and affirming to all members of the school community.<br><br>4D.2. Schools will enhance opportunities to bring families and community members into the schools to share their expertise. |

# HIGHLIGHTS
## MAY 2024

## FAMILY AND COMMUNITY ENGAGEMENT

**#4A The District and Schools will plan, develop, and implement meaningful, responsive, engaging activities that educate, raise awareness of, and support the diverse cultures in our community.**

- The District continues to review resources and information to inform calendar creation (e.g.monthly awareness themes/cultural religious observances);
- Buildings have planned and hosted events to honor and celebrate the cultural diversity in our schools (Multicultural Night, Heritage Month, Family Festival, DEI Night, Taste of North, International Night, etc.).
- Heim Middle students are making monthly visits to Heim Elementary School to read aloud picture books representing diverse cultures and holidays and disability awareness.

**#4B The District and Schools will ensure culturally-responsive, two-way communication with families and community members.**

- The District and all 13 school websites integrated Google Translate for easily translated content/information
- For the 2024 Total Solar Eclipse, the District had notification to families translated in the top 5 languages. Flyers and additional information was also translated and provided on the District website and sent to families.
- Documents and images uploaded to the District website and social media include image descriptions and/or ALT text.
- Buildings are examining their communication practices and are working to improve communications with families using Class Dojo, Google Translate, and translation services.
- The District has begun to explore and implement enhanced tools for communication and translation.

**#4C The District and Schools will examine policies and procedures to eliminate barriers and foster family and community involvement.**

- Buildings are planning for expanded family engagement opportunities in the 24-25 school year including field trip opportunities, parent volunteer opportunities, and family events. These will be publicized early in the year so families can plan to participate.
- Buildings are examining current practices to make them more inclusive and family friendly (e.g., Mother's and Father's Day activities)
- The District DEI Coordinator has facilitated building-based PTA sessions to develop a fundamental understanding of the District's Diversity, Equity, and Inclusion efforts.

HIGHLIGHTS MAY 2024

# HIGHLIGHTS
## MAY 2024

## FAMILY AND COMMUNITY ENGAGEMENT

**#4D The District and Schools will encourage collaboration between and among staff, families, and community members to build a welcoming, positive school environment in which all members feel they belong and are viewed as assets.**

- School buildings have developed "welcoming teams" to greet students as they enter the building and ensure that they have multiple positive interactions with the adults in the school as they start their day.
- Students are exploring their cultural heritage traditions, and families are being invited into our schools to share their experiences.
- Visitors' entrances at many schools include welcoming displays that represent and honor the diverse cultures in the schools.



HIGHLIGHTS MAY 2024

# HIGHLIGHTS
## MAY 2025

## FAMILY AND COMMUNITY ENGAGEMENT

**#4A The District and Schools will plan, develop, and implement meaningful, responsive, engaging activities that educate, raise awareness of, and support the diverse cultures in our community.**

- The District has developed a variety of monthly themes to celebrate our diversity and honor Individuals of Significance.
  - · September/October – Hispanic Heritage Month
  - · November – Native American Heritage Month
  - · December – Universal Human Rights Month
  - · February – Black History Month
  - · March – Irish American Heritage Month, Women's History Month, Disability Awareness Month
  - · April – Arab American Heritage Month
  - · May – Asian American Pacific Islander Heritage Month and Jewish American Heritage Month
  - · June-Caribbean American Heritage Month and Pride Month
- The District has developed cultural/religious observances graphics for social media, including:
  - · Asian Lunar New Year
  - · Christmas
  - · Diwali
  - · Easter
  - · Eid al-Adha
  - · Eid al-Fitr
  - · Hanukkah
  - · Kwanzaa
  - · Ramadan
  - · Rosh Hashanah
  - · Yom Kippur

**#4B The District and Schools will ensure culturally-responsive, two-way communication with families and community members.**

- Google Translate and Talking Points are employed to enhance communication with families, ensuring accessibility for non-English speaking individuals. These tools help bridge language barriers, fostering greater engagement and collaboration between the school and its diverse community.
- The DEI Coordinator has attended multiple building PTA meetings to support the development of a shared understanding of the District's Diversity, Equity, and Inclusion Plan, Policy, and initiative.
- Buildings continue to use translating services to effectively communicate with the families of our English Language Learners.
- District website, app, and newsletter are ADA compliant and have translation options.

HIGHLIGHTS MAY 2025

# HIGHLIGHTS
## MAY 2025

## FAMILY AND COMMUNITY ENGAGEMENT

**#4C The District and Schools will examine policies and procedures to eliminate barriers and foster family and community involvement.**

- When developing events such as parent conferences, buildings seek to provide a variety of times and methods to meet with families. When school wide events take place, technology is used to highlight these events within newsletters for families that cannot attend in person.
- Schools are actively reviewing Parent Handbooks to gather feedback, ensuring it is not only up-to-date but also culturally relevant in supporting the needs of our students and families.
- Buildings continue to look at procedures to ensure equity and limit any potential barriers to education and co-curriculars.
- The District has held Community Forums and a Speaker Series to provide information and open communication with the community.

**#4D The District and Schools will encourage collaboration between and among staff, families, and community members to build a welcoming, positive school environment in which all members feel they belong and are viewed as assets.**

- Schools have daily communication through multiple platforms such as Seesaw or WITS.
- Buildings showcase the diversity in our schools through events such as:
    - Taste of East
    - Voices of Genius
    - Family Festivals
    - Diversity Week
    - Unity in Diversity
    - Spirit Week
- Diversity, Equity, and Inclusion presentations to PTA groups have been held to ensure that families and communities understand our commitment to building a welcoming and inclusive environment for all.
- The District has held Community Forums to engage and inform members of the Williamsville community.
- Faculty and staff were invited to “Conversations with the WCSD School Board” to build a welcoming and positive school environment.

HIGHLIGHTS MAY 2025

# HIGHLIGHTS
## JANUARY 2026

## FAMILY AND COMMUNITY ENGAGEMENT

**#4A The District and Schools will plan, develop, and implement meaningful, responsive, engaging activities that educate, raise awareness of, and support the diverse cultures in our community.**

- Parental members of the DEI Team have plans to initiate a 'Perspectives Book Club' designed to promote social awareness, tolerance, and inclusivity. The club will be open to Country Parkway Elementary parents and staff and will meet at public locations throughout the Williamsville community.
- DEI committees are creating brief presentation slides that highlight cultures represented in our community that can be shared or displayed on building digital display boards. The aim is to build capacity and understanding of the cultures and values of our community.
- An internal Cultural Diversity Resource Booklet provides comprehensive information about the many ethnic and religious groups represented in the Williamsville school community. Its purpose is twofold: to offer teachers information and community resources that can be used in curriculum planning, and to help teachers develop awareness and sensitivity to the needs of students from diverse cultural and religious backgrounds.
- Students actively engage in meaningful activities that celebrate and support our community's diverse cultures. These efforts embody the New York State Seal of Civic Readiness, building students' civic knowledge, skills, and dispositions while fostering empathy and active participation.

**#4B The District and Schools will ensure culturally-responsive, two-way communication with families and community members.**

- Training has been provided to faculty and staff on using two-way communication translation services to enhance understanding across languages.
- Translated attendance letter templates have been created for multiple languages that can be used by all schools.
- A comprehensive, digitally accessible Special Education Handbook has been developed to provide families and community members with clear, user-friendly information about the District's special education vision, supports, processes, services, staff, and resources, helping to strengthen understanding, and improve communication.
- The District is now utilizing a Collaboration Portal and a Special Education Repository to provide special education families, CSE chairpersons, teachers, providers, and administrators with timely and equitable access to student information.

HIGHLIGHTS JANUARY 2026

# HIGHLIGHTS
## JANUARY 2026

## FAMILY AND COMMUNITY ENGAGEMENT

**#4C The District and Schools will examine policies and procedures to eliminate barriers and foster family and community involvement.**

- A committee of building leaders met to redesign school handbooks for students and families to create consistency and uniformity in information across levels and feeder patterns.
- Several elementary schools are planning family events that showcase the diversity within our school while teaching others about the celebrations, traditions, and cultures that are important to our students. At these events, students share and present projects they create about themselves and their families.
- In many schools, digital display screens in the main hallways feature information pertaining to different culturally relevant events each month (ex: Hispanic Heritage Month, Disability Awareness Month, Black History Month).
- Elementary schools foster family involvement by having room parents assigned to each classroom who help coordinate parent volunteers for classroom-related events. Families are also able to participate in various building initiatives, such as Mystery Reader, Lunch Helper, and other PTA events.

**#4D The District and Schools will encourage collaboration between and among staff, families, and community members to build a welcoming, positive school environment in which all members feel they belong and are viewed as assets.**

- Student ensembles regularly perform in the community - summer concerts at Island Park, performances at Veteran memorial services, HS marching band participation in town parades, side-by-side performances with BPO musicians, etc.
- Schools partner with PTSA to host a variety of annual events that create opportunities for collaboration with all stakeholders connected to our school community. Events include Fall Fests, Family Festivals, PARP, Fun Runs, and Staff Appreciation.
- Transit Middle's Fall Fest brought together all students and staff, supported by 70 parent volunteers and multiple community partners.

HIGHLIGHTS JANUARY 2026

# HIGHLIGHTS
## JUNE 2026

## FAMILY AND COMMUNITY ENGAGEMENT

**#4A The District and Schools will plan, develop, and implement meaningful, responsive, engaging activities that educate, raise awareness of, and support the diverse cultures in our community.**

- South High's Culture and Diversity Club facilitated "The Threads of Us," a week-long celebration designed to illuminate the diverse cultural tapestry of the school community while fostering student awareness. This initiative culminated in the annual "Taste of South" event, providing a platform for students to share and experience various cultural cuisines.
- At Maple East Elementary, the second annual PTA-sponsored Heritage Night saw robust attendance and featured a rich array of musical performances, cultural dancers, and artists. The event empowered families to host interactive tables, sharing their unique cultural heritage and experiences with the broader community.
- The District has successfully updated the Cultural Diversity Resource Booklet, ensuring faculty have access to current information to deepen their understanding of both local and global community dynamics.
- The Challenge 2 Change event celebrates student differences and empowers students to use their voices to promote equity in their communities.

**#4B The District and Schools will ensure culturally-responsive, two-way communication with families and community members.**

- Dodge Elementary has strengthened its family-school partnerships through the implementation of the new ILA phone system in the main office. This initiative has significantly enhanced communication by providing clearer, more efficient access to information and support, ensuring all community members feel welcomed and informed.
- At North High, the inclusion of accessible, step-by-step screenshots has empowered families to navigate student schedules and school systems with greater ease and clarity.
- Through the Communication Committee, South High has worked with all stakeholders to streamline and organize the information families receive via WITS. The WITS page has been reimagined as a result. Teachers, counselors, and administrators offered support and proactively communicated with students and families about attendance.

HIGHLIGHTS JUNE 2026

# HIGHLIGHTS
## JUNE 2026

## FAMILY AND COMMUNITY ENGAGEMENT

**#4C The District and Schools will examine policies and procedures to eliminate barriers and foster family and community involvement.**

- Heim Middle has prioritized the strengthening of family-school partnerships by implementing a hybrid model for parent-teacher conferences, an initiative specifically designed to remove traditional barriers and foster more inclusive engagement.
- Through inter-school collaboration, the District has refined family handbooks to establish a consistent, accessible, and culturally-responsive communication standard across all buildings.

**#4D The District and Schools will encourage collaboration between and among staff, families, and community members to build a welcoming, positive school environment in which all members feel they belong and are viewed as assets.**

- In partnership with the Director of Social Studies and the DEI committee, Heim Middle has prioritized student visibility and voice through a series of impactful initiatives. These efforts include the launch of an inaugural Cultural Night and the empowerment of student announcers to recognize global observances during morning broadcasts, fostering a deeper sense of community awareness and inclusion. Furthermore, the implementation of student-designed, rotating bulletin boards in common areas celebrates the diverse cultural and religious traditions within the school community, ensuring a welcoming and positive environment where all members feel they belong.
- The Seal of Biliteracy and Seal of Civic Readiness programs have successfully promoted global awareness and civic engagement, encouraging students to appreciate and integrate diverse perspectives.
- At North High, social-emotional learning and community-service initiatives facilitated through the "Do Good, Be Good" campaign continue to cultivate empathy, social responsibility, and a culture of inclusion.
- Maple East Elementary has prioritized family-school partnerships by providing multiple annual engagement opportunities, including Student of the Month Parades, Heritage Night, and Math Game Days. Each grade level ensures at least two annual classroom experiences to foster direct family involvement and community connection.

HIGHLIGHTS JUNE 2026

# DEI GOAL AREA # 4

## JUNE 2026

## FAMILY AND COMMUNITY ENGAGEMENT

| | Beginning | Developing | Proficient | Exemplary |
|---|---|---|---|---|
| 4A: The District and Schools will plan, develop, and implement meaningful, responsive, engaging activities that educate, raise awareness of, and support the diverse cultures in our community. | There are low levels of engagement in activities that support the diverse cultures in the community; activities are poorly attended and not widely promoted. | There is some engagement in activities that support the diverse cultures in the community; attendance is inconsistent, and promotion efforts are limited. | There is regular is participation in activities that support the diverse cultures in the community; efforts are made to promote events to the community. | There are high levels of engagement and participation in activities that support the diverse cultures in the community; activities are well-promoted and attract diverse community members. |
| 4B: The District and Schools will ensure culturally-responsive, two-way communication with families and community members. | There are few opportunities for two-way communication; feedback from families is rarely solicited. | There are some culturally responsive opportunities for two-way engagement, but they are not consistently utilized. | There are regular opportunities for culturally responsive two-way communication; feedback is encouraged and considered. | There is strong, ongoing two-way engagement in culturally responsive communication; families and community members are actively involved in communication processes.<br><br>Family and community feedback informs decision-making. |

# DEI GOAL AREA # 4

## JUNE 2026

## FAMILY AND COMMUNITY ENGAGEMENT

| | Beginning | Developing | Proficient | Exemplary |
|---|---|---|---|---|
| 4C: The District and Schools will examine policies and procedures to eliminate barriers and foster family and community involvement. | There is a lack of structured efforts to eliminate barriers and foster involvement, requiring urgent attention. | There are some attempts to address barriers, but significant gaps remain in engagement and implementation. | There are solid efforts in reviewing and implementing policies to eliminate barriers, with areas for improvement. | The District and schools effectively eliminate barriers and engage families and communities in meaningful ways. |
| 4D: The District and Schools will encourage collaboration between and among staff, families, and community members to build a welcoming, positive school environment in which all members feel they belong and are viewed as assets. | There are limited collaboration efforts; staff, families, and community members rarely interact.<br><br>The school environment is unwelcoming; families and community members feel excluded. | There is some collaboration, but it is inconsistent and lacks structure.<br><br>Some efforts are made to create a welcoming environment, but significant improvements are needed. | Regular collaboration between staff, families, and community members is encouraged and facilitated.<br><br>A welcoming environment is evident; most families and community members feel valued and included. | Strong, structured collaboration is actively promoted; partnerships among stakeholders are robust and lead to meaningful engagement.<br><br>A highly welcoming and positive school environment is cultivated; members feel they belong and are recognized as valuable assets. |

DEI GOAL
# AREA #5

# ENSURING WORKFORCE DIVERSITY

| | |
|---|---|
| **Goal Statement #5A** | **The District will provide anti-bias training for everyone involved in the recruitment and selection process.** |
| **Goal Activities for Goal Statement #5A** | 5A.1. Implicit-bias training will be offered and completed (e.g. common language and vocabulary). |
| **Goal Statement #5B** | **In adherence to District and legal guidelines, the District will create a structure and process that allows stakeholders from our community to participate in efforts to support a diverse workforce.** |
| **Goal Activities for Goal Statement #5B** | 5B.1. The District will provide regular updates to the school community regarding the diversity efforts of its recruitment and hiring process. |
| **Goal Statement #5C** | **The District will cultivate partnerships and collaborate with BOCES, institutions of higher education, and community-based organizations to recruit more diverse candidates and enhance workforce diversity.** |
| **Goal Activities for Goal Statement #5C** | 5C.1. The District will explore hiring events, partnerships, and other opportunities to ensure a diverse workforce. |
| **Goal Statement #5D** | **The District will explore and implement opportunities for staff and students to grow, learn, and contribute to the organization and/or advance their career.** |
| **Goal Activities for Goal Statement #5D** | 5D.1. The District will identify and research opportunities for personal and professional growth (e.g.Grow-Your-Own program). |







# HIGHLIGHTS
## MAY 2024

## ENSURING WORKFORCE DIVERSITY

**#5A The District will provide anti-bias training for everyone involved in the recruitment and selection process.**

- The District has provided Interview Committee training to over 350 WCSD faculty and staff that focused on identifying and overcoming implicit bias. The training was offered in person, through webinars, and recorded to provide training to additional staff as needed.

**#5B In adherence to District and legal guidelines, the District will create a structure and process that allows stakeholders from our community to participate in efforts to support a diverse workforce.**

- The District facilitated a legal review to ensure compliance with all equal employment opportunity and other legal notifications and requirements, including related to electronic communications and signage.
- The District has communicated employment opportunities and diversity efforts within the recruitment and hiring processes via Board of Education meetings, take-home flyers for students, physical signage/posting of job notices, local publications, social media, and other electronic/web-based communication.

**#5C The District will cultivate partnerships and collaborate with BOCES, institutions of higher education, and community-based organizations to recruit more diverse candidates and enhance workforce diversity.**

- The District has expanded its recruitment tools and resources to include college and university job boards and listservs (e.g., SUNY Buffalo, University of Rochester, Niagara University, Canisius University, Buffalo State University, SUNY Brockport, SUNY Geneseo, SUNY Oswego, and ECC, etc.)
- The District has expanded its recruitment tools and resources to include print and web publications such as The Bee Newspapers, The Challenger, and La Panorama Hispania, etc.
- The District has partnered with local organizations such as the WNY Association of School Personnel Administrators to join in regional, inter-district hiring efforts and initiatives.

**#5D The District will explore and implement opportunities for staff and students to grow, learn, and contribute to the organization and/or advance their career.**

- The District has collaborated with multiple schools to support and fund “Future Educator” extracurricular opportunities and events.
- The District has increased communication, awareness, and engagement with no-cost Employee Assistance Program services through the OFCS, including related to career advancement counseling and annual staff training sessions.

HIGHLIGHTS MAY 2024

# HIGHLIGHTS
## MAY 2025

# ENSURING WORKFORCE DIVERSITY

**#5A The District will provide anti-bias training for everyone involved in the recruitment and selection process.**

- The District provided Interview Committee training to over 400 WCSD faculty and staff focused on identifying and overcoming implicit bias. The training was offered in person, through webinars, and recorded to provide training to additional employees as needed.

**#5B In adherence to District and legal guidelines, the District will create a structure and process that allows stakeholders from our community to participate in efforts to support a diverse workforce.**

- The District facilitated a Hiring and Staffing Committee, which reviewed and implemented hiring practices.
- An interview committee training video was created that focused on identifying and defining fair hiring practices, recognizing and reducing implicit biases, and best practices for interview committee members.
- The Hiring and Staffing Committee developed practices to focus on the importance of confidentiality and the disclosure by committee members of any potential conflict of interest.

**#5C The District will cultivate partnerships and collaborate with BOCES, institutions of higher education, and community-based organizations to recruit more diverse candidates and enhance workforce diversity.**

- The District utilized a new platform for job postings. The new platform is designed to reach a broad and diverse audience.
- The District continues to leverage social media (website, X, Facebook) to reach diverse audiences when advertising vacancies.
- The District has expanded its partnership with the University at Buffalo's Teacher Residency Program from six (6) student residents at one (1) school in 2022-23 to thirty-one (31) student residents at nine (9) schools in 2024-25.
- The residency approach is modeled after medical residencies, where graduate-level students are fully immersed in a school community for the entire academic year, reducing the first-year learning curve while building professional confidence.

**#5D The District will explore and implement opportunities for staff and students to grow, learn, and contribute to the organization and/or advance their career.**

- The District organized a regional student "Challenge 2 Change" conference, focusing on the theme: "What is Your Story?" Students and faculty from all three high schools participated.
- Faculty are able to participate in Implementation Teams as one structure for collaborative professional growth, giving them the opportunity to direct their own professional learning in an area that they view as a "growth opportunity" for themselves.

HIGHLIGHTS MAY 2025

# HIGHLIGHTS
## JANUARY 2026

## ENSURING WORKFORCE DIVERSITY

**#5A The District will provide anti-bias training for everyone involved in the recruitment and selection process.**

- The District provides an internal hiring video to all faculty and staff. Anyone interested in serving on the committee must view the video and complete training. During the vetting process, administration intentionally seeks candidates with a variety of experiences across school systems, settings, and roles to ensure diverse perspectives on the committee.
- Teachers and administrators participate in anti-bias training before serving on hiring committees.

**#5B In adherence to District and legal guidelines, the District will create a structure and process that allows stakeholders from our community to participate in efforts to support a diverse workforce.**

- Through the Classified Staff Hiring and Staffing Committee, the District reviewed current hiring practices and considered approaches to expand recruitment efforts.

**#5C The District will cultivate partnerships and collaborate with BOCES, institutions of higher education, and community-based organizations to recruit more diverse candidates and enhance workforce diversity.**

- The District leverages its website, SchoolSpring, and social media platforms to advertise job openings widely, aiming to recruit candidates who bring diverse perspectives, experiences, and skills that enrich the learning environment for all students.
- To expand and diversify the candidate pool, the District is utilizing the NY HELPS (NY Hiring for Emergency Limited Placement Statewide) Program. This initiative allows state agencies, including the District, to hire qualified permanent employees more efficiently by waiving open competitive exam requirements for certain positions, enabling selection based on candidates' experience and qualifications.

**#5D The District will explore and implement opportunities for staff and students to grow, learn, and contribute to the organization and/or advance their career.**

- Students engage in leadership opportunities such as WEB, LINK, committees, and other advisory boards to advance student leadership potential.
- The District started a Principal Preparation Program for current Assistant Principals interested in learning more about the role of a principal.

HIGHLIGHTS JANUARY 2026

# HIGHLIGHTS
## JUNE 2026

## ENSURING WORKFORCE DIVERSITY

**#5A The District will provide anti-bias training for everyone involved in the recruitment and selection process.**

- The District continues to provide training for all Interview Committee participants focused on identifying and overcoming implicit bias. Any employee serving on an Interview Committee must renew their training each year.

**#5B In adherence to District and legal guidelines, the District will create a structure and process that allows stakeholders from our community to participate in efforts to support a diverse workforce.**

- Through the Classified Staff Hiring and Staffing Committee, the District reviewed current hiring practices and considered approaches to expand recruitment efforts.

**#5C The District will cultivate partnerships and collaborate with BOCES, institutions of higher education, and community-based organizations to recruit more diverse candidates and enhance workforce diversity.**

- At the District level, the Human Resources Department and the Director of Communications collaborate to actively support employee recruitment efforts through a variety of outreach and communication strategies. Recruitment materials, including informational flyers and digital advertisements, are created to highlight employment opportunities, district initiatives, staff supports, and the positive culture within the school community.
- The District uses several social media outlets, such as Facebook and X, to reach diverse audiences about vacancies.
- The District attends Western New York Teacher Recruitment Day to recruit diverse candidates for the upcoming school year.

**#5D The District will explore and implement opportunities for staff and students to grow, learn, and contribute to the organization and/or advance their career.**

- At the elementary schools, high school students volunteer in a variety of capacities, supporting classroom activities, school events, and student engagement initiatives. These experiences allow secondary students to develop leadership skills, responsibility, and engage in community involvement while contributing to the success of young learners.
- Leadership teams identify and invite teachers to the Introduction to Effective Leadership professional learning cohort and the Call to Leadership Conference through BOCES.
- Participants in the Principal Preparation Program attended a Leadership Conference and are preparing to turnkey their learning for leadership teams and faculty.

HIGHLIGHTS JUNE 2026

# DEI GOAL AREA # 5

## JUNE 2026
## ENSURING WORKFORCE DIVERSITY

| | Beginning | Developing | Proficient | Exemplary |
|---|---|---|---|---|
| 5A: The District will provide anti-bias training for everyone involved in the recruitment and selection process. | No attempt has been made to provide anti-bias training for staff involved in the recruitment and selection process. | Some efforts to address bias exist, but significant gaps remain in training effectiveness and application. | Solid training efforts are evident, with room for enhancement in engagement and implementation. | All District staff involved in the recruitment and selection of staff have undergone anti-bias training; refresher materials are readily available and routinely referenced. |
| 5B: In adherence to District and legal guidelines, the District will create a structure and process that allows stakeholders from our community to participate in efforts to support a diverse workforce. | There is limited engagement of stakeholders; specific groups are underrepresented.<br><br>Structure and processes are unclear; stakeholders have difficulty understanding how to participate or are not invited to participate. | Some engagement efforts are made, but some stakeholder groups are still not involved.<br><br>Some elements of structure are present, but many stakeholders find them confusing or incomplete. | Most stakeholder groups are engaged in the process; diverse voices are represented.<br><br>Clear structure and processes are established, allowing most stakeholders to understand how to participate. | Comprehensive engagement strategies actively involve a wide range of stakeholders from the community, ensuring diverse representation.<br><br>Well-defined structure and processes are transparent and easily understood by all stakeholders, facilitating active participation. |

# DEI GOAL AREA # 5

## JUNE 2026

## ENSURING WORKFORCE DIVERSITY

| | Beginning | Developing | Proficient | Exemplary |
|---|---|---|---|---|
| 5C: The District will cultivate partnerships and collaborate with BOCES, institutions of higher education, and community-based organizations to recruit more diverse candidates and enhance workforce diversity. | Limited recruitment strategies are in place; efforts to attract diverse candidates are missing or ineffective.<br><br>Few or no collaborative partnerships have been established with relevant organizations. | Some strategies are developed, but they are inconsistently applied or poorly communicated.<br><br>Some partnerships are formed, but they lack depth and commitment. | Regular, targeted recruitment strategies are implemented, resulting in increased outreach to diverse candidates.<br><br>Meaningful partnerships are established with BOCES, institutes of higher education, and community organizations. | Comprehensive and innovative recruitment strategies are actively pursued; diverse candidate pools are consistently cultivated through collaborative efforts.<br><br>Strong, collaborative partnerships are actively maintained, with clear goals and shared commitments to diversity. |
| 5D: The District will explore and implement opportunities for staff and students to grow, learn, and contribute to the organization and/or advance their career. | There are limited opportunities for growth, learning, and/or career advancement. | There are some opportunities for growth, learning or career advancements are offered, but they are infrequent and inconsistent. | There is a range of growth, learning and advancement opportunities; they are regularly provided for both staff and students. | There is a comprehensive array of diverse opportunities consistently available for growth, learning and career advancement; these are specific to the various needs of staff and students. |

| DEI GOAL AREA #6 | ONGOING PROFESSIONAL LEARNING |
|---|---|
| **Goal Statement #6A** | **All staff will engage in consistent and clear, ongoing professional learning opportunities around fundamental DEI concepts including, but not limited to culturally-responsive and sustaining educational practices, identity, microaggressions, stereotypes, bias, intent and impact, marginalization, and systemic inequities. More extensive opportunities for learning and practice will be offered through after school classes, professional learning communities (PLCs), etc.** |
| **Goal Activities for Goal Statement #6A** | 6A.1. The District will ensure that all staff receive baseline professional learning opportunities.<br>6A.2. Additional, more advanced opportunities will be available, both internally and externally. |
| **Goal Statement #6B** | **The District will ensure that all building DEI committees are provided enhanced professional learning opportunities in DEI implementation.** |
| **Goal Activities for Goal Statement #6B** | 6B.1. DEI professional learning experiences will be offered for all faculty members of the building DEI teams. |
| **Goal Statement #6C** | **The District will provide curriculum-specific professional learning opportunities to ensure that teachers are prepared to implement culturally responsive-sustaining best practices in their content.** |
| **Goal Activities for Goal Statement #6C** | 6C.1. Curriculum Directors and teams will be trained and supported in examining their curricula through a DEI lens. |
| **Goal Statement #6D** | **The District will provide professional learning opportunities that provide illustrative examples of best practices in encouraging student-centered, constructive dialogue around difficult topics and promoting social responsibility.** |
| **Goal Activities for Goal Statement #6D** | 6D.1. Best DEI practices will be identified and shared with faculty.<br>6D.2. The District will provide professional learning opportunities to help prepare faculty for constructive dialogue around difficult conversations within their content. |

# HIGHLIGHTS
## MAY 2024

## ONGOING PROFESSIONAL LEARNING

**#6A All staff will engage in consistent and clear, ongoing professional learning opportunities around fundamental DEI concepts including, but not limited to culturally-responsive and sustaining educational practices, identity, microaggressions, stereotypes, bias, intent and impact, marginalization, and systemic inequities. More extensive opportunities for learning and practice will be offered through after school classes, professional learning communities (PLCs), etc.**

- Buildings have focused building staff development days and faculty meetings throughout the year on Diversity, Equity, and Inclusion efforts (e.g., Buffalo Redi Prep, work with Dr. Jevon Hunter on culturally-relevant educational (CRE) practices, etc.).

- Building faculties have engaged in faculty-wide book studies to support DEI and CRE (e.g., "Belonging Through a Culture of Dignity," "Shifting the Balance," "The Morning Meeting Book")

- The District-wide Staff Development Day on March 8th had a DEI/CRE focus, offering a broad variety of workshops on topics including, but not limited to:
    - Celebrating identity;
    - Working with multilingual learners;
    - Critical literacy;
    - Meeting the needs of our middle-level learners;
    - Community building;
    - Instructional differentiation to meet student learning needs;
    - Honoring and amplifying student voice;
    - Productive struggle;
    - Neurodiversity-affirming approach to supporting students;
    - Resilience and thriving;
    - Culturally-relevant instructional practices; and
    - Trauma-informed educational practices.

- The District's CTLE/professional learning offerings continue to include DEI/CRE-focused courses including, but not limited to:
    - Making Culturally-Relevant Education Real;
    - Cultures and Traditions of China;
    - Cultures and Traditions of India;
    - Religions and Cultures in our Schools;
    - Tech Tips and Resources for Working with English Language Learners;
    - Trauma-Informed Educational Practices;
    - Culture, History, and Identity Series (Latin America, Asia, The Middle East, Minority Perspectives

# HIGHLIGHTS
## MAY 2024

## ONGOING PROFESSIONAL LEARNING

**#6B The District will ensure that all building DEI committees are provided enhanced professional learning opportunities in DEI implementation.**

- Some District and Building DEI committee members have participated in a second year of our SEED (Seeking Educational Equity and Diversity) program.
- Some North High and South High faculty have participated in a new cohort of building-level SEED work.
- Several building DEI committees have received professional learning support from the District DEI Coordinator in understanding the DEI Plan and the work of the DEI committee and in establishing DEI building goals.
- Building leaders have participated in two cohorts of the Erie 1 BOCES DEI Consortium, which is then turn-keyed to the DEI teams and faculty groups.
- The District DEI Coordinator has participated in the Erie 1 BOCES "Racial Healing Circles" and has incorporated aspects of that work into the District SEED program.
- The District DEI Coordinator has participated in the NYSED DEI Leaders' Network.

**#6C The District will provide curriculum-specific professional learning opportunities to ensure that teachers are prepared to implement culturally responsive-sustaining best practices in their content.**

- The District's Instructional Team continues to engage in professional learning and collaborative conversations with Dr. Jevon Hunter to ensure that curricular work is conducted through the lens of equity and inclusion.
- All math professional learning opportunities center around responsive educational practices, supported by work with nationally-recognized facilitators (SanGiovanni, Bay-Williams, Liljedhal, Wilson, Imm) This is accomplished through monthly learning sessions with building math teams, department meetings, conference opportunities, staff development days, and on-demand work with math specialists and coaches providing job-embedded learning.
- The Social Studies department continues to work with the Anti-Racist Curriculum Project and focuses professional learning and curricular dialogue on equitable practices. There is continued job-embedded training in elementary social studies with an emphasis on DEI lessons and topics.
- All science and ETE professional learning opportunities include dialogue around responsive, equitable instructional practices.
- Ongoing professional learning for PE teachers and athletic coaches centers around building community, developing empathy, and developing and honoring student voice, all critical DEI elements.

**(Continued on next page)**

HIGHLIGHTS MAY 2024

# HIGHLIGHTS
## MAY 2024

## ONGOING PROFESSIONAL LEARNING

### #6C (Continued)
**The District will provide curriculum-specific professional learning opportunities to ensure that teachers are prepared to implement culturally responsive-sustaining best practices in their content.**

- Ongoing professional learning opportunities for Business/FACS/Music/Art teachers centers around DEI and providing enhanced opportunities for student voice and choice in the classroom.
- Dr. Jevon Hunter has worked extensively with English teachers on culturally-relevant education, including a full day in August and a follow-up series of after school professional learning opportunities.
- Guidance has been provided to teachers implementing the new curriculum frameworks for World Languages regarding appropriate ways for students to compare cultures, in accordance with revised NYS Learning Standards for World Languages.
- All ENL courses are reviewed to ensure that effective strategies are shared to support the ELLs' instruction and support in the classroom.

**#6D The District will provide professional learning opportunities that provide illustrative examples of best practices in encouraging student-centered, constructive dialogue around difficult topics and promoting social responsibility.**

- Professional learning opportunities with Dr. Jevon Hunter continue to highlight exemplary instructional practices that focus on identity; inquiry; and critical literacy, all hallmark elements of culturally-relevant education that align with the NYSED's Culturally Responsive-Sustaining Education Framework.



HIGHLIGHTS MAY 2024

# HIGHLIGHTS
## MAY 2025

## ONGOING PROFESSIONAL LEARNING

**#6A All staff will engage in consistent and clear, ongoing professional learning opportunities around fundamental DEI concepts including, but not limited to culturally-responsive and sustaining educational practices, identity, microaggressions, stereotypes, bias, intent and impact, marginalization, and systemic inequities. More extensive opportunities for learning and practice will be offered through after school classes, professional learning communities (PLCs), etc.**

- DEI and CRSE have been integrated into the first year of the District's Induction Program to ensure that all incoming teachers understand the District's commitment to equity work.
- Keynote addresses for the August and October Staff Development Days included:
  - "Beyond Cute: Reengaging Culturally Relevant Education in the Elementary School"
  - "Who this moment needs...how we become the answer our communities need"
  - "Who's on First? and Other Lessons on Effective Questioning through an Equity Lens from Abbott and Costello"
  - "Risk, Fail, and RISE"
  - "Unlocking the Power of Productive Struggle"
  - "Grit in Education: The Psychological Resilience Critical for Success"
- Additional Staff Development Day workshops focused on DEI issues; examples include:
  - "Orientations, Identities, and Behaviors/Pronouns: How to Share, Gather, and Use Them"
  - "Accessibility in Assessments: Integrating Equitable Assessments in High School"
  - "Hindi Cultural Celebrations of Holi and Diwali"
  - "Famous Women of WNY"
  - "Multimedia Text Sets for ELLs"
  - "Setting the Stage for Inclusion Using Technology Applications"
  - "Implicit Bias"
  - "Reaching All Learners: Universal Design for Learning and Literacy Across All Content Areas"

**#6B The District will ensure that all building DEI committees are provided enhanced professional learning opportunities in DEI implementation.**

- Some District and Building DEI Committee members continued their participation in the third year of our SEED (Seeking Educational Equity and Diversity) program.
- The District DEI Coordinator has worked with several building DEI committees to support their work and to share NYSED updates regarding NYS' commitment to its DEI initiative.

HIGHLIGHTS MAY 2025

# HIGHLIGHTS
## MAY 2025

## ONGOING PROFESSIONAL LEARNING

**#6C The District will provide curriculum-specific professional learning opportunities to ensure that teachers are prepared to implement culturally responsive-sustaining best practices in their content.**

- Dr. Jevon Hunter worked throughout the 24-25 school year with Math Specialists to deepen and reinforce their understanding of equitable and inclusive practices in the math classroom.
- Dr. Jevon Hunter worked with all art, business, music, and FACS teachers to support their work in culturally-responsive and sustaining educational practices.
- Dr. Jevon Hunter worked with 5-8 librarians and social studies teachers on "critical inquiry projects" that focus on social justice issues.

**#6D The District will provide professional learning opportunities that provide illustrative examples of best practices in encouraging student-centered, constructive dialogue around difficult topics and promoting social responsibility.**

- The District's course offerings through our Professional Learning Catalogs include a significant focus on DEI/CRSE; examples include:
    - "You're Worth Knowing: Equity Work with Youth-Created Trading Cards"
    - "Religions and Cultures in our Schools"
    - "Honoring Our Students Identities in our Classrooms"
    - "Restorative Practices"
    - "Supporting ELLs in the Arts"
    - "Supporting ELLS in Mathematics"
    - "Trauma-Informed Educational Practices"
    - "Cultivating an Equity Mindset"
    - "Building Equity Book Study"
    - "Building a Trauma-Informed Restorative School Book Study"
    - "Middle School Equity Through Innovation"
    - "Culture, History, and Identity: The Latino Influence"
    - "Restorative Pathways: Lessons from Rwanda"
    - "Our Diverse Cultural School Community"
- The District Administrative Team participated in a book study of Culturally Responsive Teaching and the Brain, by Zaretta Hammond

# HIGHLIGHTS
## JANUARY 2026

## ONGOING PROFESSIONAL LEARNING

**#6A All staff will engage in consistent and clear, ongoing professional learning opportunities around fundamental DEI concepts including, but not limited to culturally-responsive and sustaining educational practices, identity, microaggressions, stereotypes, bias, intent and impact, marginalization, and systemic inequities. More extensive opportunities for learning and practice will be offered through after school classes, professional learning communities (PLCs), etc.**

- The District's Induction Program continues to ensure that all incoming and novice teachers understand the District's commitment to Equity Work in the areas of DEI, CRSE, SEL, and Trauma-Informed Care.
- The Fall 2025-2026 professional learning course catalog offered over 80 hours of professional learning for WCSD staff that rendered ENL CTLE credit.
- A workshop was offered to explore the significance of Diwali and Holi, two of India's most celebrated festivals. The workshop provided opportunities to engage with cultural traditions in an interactive way while enhancing understanding and offering strategies for meaningful lesson implementation.
- Prior to Ramadan, a workshop was offered that addressed elements of Islam, the various religious practices during the month of Ramadan, how they may impact our students, and ways teachers can accommodate them.
- A content-based presentation based on primary sources was offered to teachers to provide an accurate overview of the history of Thanksgiving from the Native American perspective offering teachers a richer, more accurate perspective to bring to their classrooms.
- South High offers a series of professional learning opportunities based on the culture, history, and identity of ELL population students from other countries including China, Bangladesh, India, and Sri Lanka.

**#6B The District will ensure that all building DEI committees are provided enhanced professional learning opportunities in DEI implementation.**

- The District DEI Coordinator participated in the SEED (Seeking Educational Equity and Diversity) training program to continue to support the building-based and District-wide DEI committees.
- In collaboration with Restorative Edge Consulting, the District has trained two Restorative Practices Coaches to support building-based Restorative Practices teams.
- The District wide DEI Committee engages in discussion protocols during meetings that allow for equity of voice.

HIGHLIGHTS JANUARY 2026

# HIGHLIGHTS
## JANUARY 2026

## ONGOING PROFESSIONAL LEARNING

**#6C The District will provide curriculum-specific professional learning opportunities to ensure that teachers are prepared to implement culturally responsive-sustaining best practices in their content.**

- On Staff Development Day, teachers participated in professional learning centered on curriculum-specific culturally responsive-sustaining best practices; examples include:
    - "Uplift Diverse Narratives using Primary Sources"
    - "Leveraging Tech Tools to Differentiate Instruction"
    - "Fostering an Inquiry-Based Classroom"
    - "Creating Access to the Next Generation Learning Standards in English Language Arts for Linguistically Diverse Learners"

- Curriculum extension teachers engaged in Culturally Responsive-Sustaining professional learning during Staff Development Day. Examples include:
    - "Best Practices and Strategies for Teaching Instrumental and Classroom Music, Culturally Responsive-Sustaining Music Classrooms"
    - "Creating Culturally Responsive-Sustaining Business Classrooms, Deeper Learning and Best Practices"
    - "Creating Culturally Responsive-Sustaining FACS Classrooms and Cooking Class/Best Practices"

**#6D The District will provide professional learning opportunities that provide illustrative examples of best practices in encouraging student-centered, constructive dialogue around difficult topics and promoting social responsibility.**

- Teachers and administrators participated in training from the National School Reform Faculty centered on using discussion protocols and text protocols to allow for student-centered learning and equity of voice.

- The District partners with the Institute on Trauma and Trauma-Informed Care (ITTIC) for professional learning opportunities on student-centered trauma-informed practices.

- The District's course offerings through our Professional Learning Catalogs include a significant focus on DEI/CRSE; examples include:
    - "Integrating SEL into your Learning Objectives"
    - "Equity-Centered Trauma-Informed Education Book Study"
    - "Making Math Meaningful: Strategies for Supporting English Language Learners in the Mathematics Classroom"
    - "Our Diverse Cultural School Community"
    - "Establishing a Welcoming and Affirming Environment"
    - "Effective Grading and Assessment Practices for English language learners"
    - "Restorative Practices and Special Needs Book Study"

# HIGHLIGHTS
## JUNE 2026

## ONGOING PROFESSIONAL LEARNING

**#6A All staff will engage in consistent and clear, ongoing professional learning opportunities around fundamental DEI concepts including, but not limited to culturally-responsive and sustaining educational practices, identity, microaggressions, stereotypes, bias, intent and impact, marginalization, and systemic inequities. More extensive opportunities for learning and practice will be offered through after school classes, professional learning communities (PLCs), etc.**

- Teachers at Dodge Elementary have engaged in collaborative professional learning focused on *The Teacher Encyclopedia and Interventions*. These resources to deepen an understanding of evidence-based instructional strategies and targeted support techniques for students. Teachers have examined a variety of approaches for meeting diverse learner needs, including differentiation strategies, academic interventions, behavior supports, and scaffolding techniques designed to improve student engagement and achievement.
- Mill Middle faculty received professional learning on disproportionality and discipline data sets to further educate staff on implicit bias and how students are impacted.
- At Heim Middle, faculty members are empowered to facilitate peer-led training during meetings and encourage staff to design Heim Time themes that align with both teacher expertise and student interests.
- The Spring 2025-2026 professional learning course catalog offered professional learning for WCSD staff that rendered ENL CTLE credit in topic areas such as understanding our diverse school community and using tech tools to support English Language Learners.
- A workshop was offered to explore implicit bias and microaggressions centered on the text *The Consciously Unbiased Educator*. The workshop centered on understanding and recognizing implicit bias and strategies for resolving biases. By moving from simple awareness to deliberate action, teachers learn to adapt their communication styles and instructional methods to uplift historically marginalized students.

**#6B The District will ensure that all building DEI committees are provided enhanced professional learning opportunities in DEI implementation.**

- With the support of building DEI Committees and professional learning courses, teachers are offered opportunities to learn about microaggressions and are supported in how to address bias.
- The Transit Middle DEI Committee helped the school examine and address systemic inequities through the consistent use of Restorative Practices. Equitable grading is addressed at team meetings in alignment with SEL, CR-SE and District initiatives.
- Building DEI Committee representatives have the opportunity to attend District-Wide DEI Committee meetings where they engage in equitable dialogue practices and learn about DEI updates from the State and District levels.

HIGHLIGHTS JUNE 2026

# HIGHLIGHTS
## JUNE 2026

## ONGOING PROFESSIONAL LEARNING

**#6C The District will provide curriculum-specific professional learning opportunities to ensure that teachers are prepared to implement culturally responsive-sustaining best practices in their content.**

- Teachers are provided with ongoing, flexible professional learning opportunities through the district's Professional Development (PD) catalog. This system allows educators to take an active role in their own professional growth by selecting courses, workshops, and training sessions that best align with their individual instructional goals, certification needs, and areas for continued development.
- In alignment with district-wide equity initiatives, the district partners with local and national experts to support faculty in implementation of specific culturally responsive teaching practices.
- Middle school teachers collaborate with District Leadership to finalize the updated secondary grading and assessment policy to ensure instructional consistency and rigor.
- District and building leaders assisted teachers in understanding and developing their STEPS Professional Study Plans which place CR-SE practices at the center of their classroom practices.
- Music teachers, district-wide, participated in a book study centered on Implementing Culturally Responsive Teaching in the Music classroom.

**#6D The District will provide professional learning opportunities that provide illustrative examples of best practices in encouraging student-centered, constructive dialogue around difficult topics and promoting social responsibility.**

- Buildings led professional development sessions on student centered communication and respectful dialogue through the use of restorative practices.
- At North High, Student Council encourages empathy, service, and social responsibility through monthly SEL based initiatives.
- Ongoing conversations and professional learning opportunities around Portrait of a Graduate, both at the building and district level, reflect a support for student voice, reflection, and future-ready competencies.
- The Spring professional learning catalog included courses for responding with and modeling constructive dialogue in courses such as *An SEL/CR-S Lens on Behavior and Supports: Responding with Compassion and Cultural Awareness*.

HIGHLIGHTS JUNE 2026

# DEI GOAL AREA # 6

## JUNE 2026
## ONGOING PROFESSIONAL LEARNING

| | Beginning | Developing | Proficient | Exemplary |
|---|---|---|---|---|
| 6A: All staff will engage in consistent and clear, ongoing professional learning opportunities around fundamental DEI concepts including, but not limited to culturally-responsive and sustaining educational practices, identity, microaggressions, stereotypes, bias, intent and impact, marginalization, and systemic inequities. More extensive opportunities for learning and practice will be offered through after school classes, professional learning communities (PLCs), etc. | Professional learning opportunities around fundamental DEI concepts are not available or are not attended by staff.<br><br>No clear application strategies or examples are provided; there is a lack of support for implementation. | Some attempts to provide DEI learning are evident, but significant gaps remain in relevance and effectiveness.<br><br>Strategies and examples of application are limited; many staff are unsure how to fully implement learning. | Professional learning opportunities are provided that include some strategies and examples of engagement and application of DEI concepts.<br><br>Staff are beginning to implement their learning.<br><br>Student work reflects diversity and identity work. | Professional learning opportunities are comprehensive, engaging, and effectively implemented, leading to significant staff growth in DEI concepts.<br><br>Clear strategies, models, and rich resources are provided for applying DEI concepts in practice; ongoing support is available.<br><br>Most staff are implementing culturally-responsive instructional strategies. |

# DEI GOAL AREA # 6

## JUNE 2026
## ONGOING PROFESSIONAL LEARNING

| | Beginning | Developing | Proficient | Exemplary |
|---|---|---|---|---|
| 6B: The District will ensure that all building DEI committees are provided enhanced professional learning opportunities in DEI implementation. | Building DEI teams have not been provided DEI professional learning opportunities. | Some members of some DEI teams have participated in DEI professional learning opportunities designed for the teams. | DEI professional learning experiences have been provided to members of the building DEI teams. | Ongoing DEI professional learning experiences are available for members of the building DEI teams. |
| 6C: The District will provide curriculum-specific professional learning opportunities to ensure that teachers are prepared to implement culturally responsive-sustaining best practices in their content. | No attempt has been made to provide curriculum-specific DEI professional learning opportunities.<br><br>Teachers are not prepared to implement culturally responsive-sustaining practices in their classrooms. | Some attempts to provide curriculum-specific DEI training exist, but significant gaps remain in effectiveness and application. | Solid efforts have been made in providing relevant DEI professional learning, with areas for improvement in engagement and resource availability. | The DEI professional learning opportunities are comprehensive, engaging, and effectively prepare teachers to implement culturally-responsive practices in their curriculum. |
| 6D: The District will provide professional learning opportunities that provide illustrative examples of best practices in encouraging student-centered, constructive dialogue around difficult topics and promoting social responsibility. | The professional learning opportunities lack structure and relevance, requiring urgent reevaluation and enhancement. | Some attempts to address student-centered dialogue exist, but significant gaps remain in effectiveness and application. | Solid efforts are evident in providing relevant training in fostering student-centered dialogue and responsibility, with areas for improvement in engagement and resource availability. | The professional learning opportunities are comprehensive, engaging, and effectively prepare participants to foster student-centered dialogue and social responsibility. |

ONGOING PROFESSIONAL LEARNING

# INITIAL DEI COMMITTEE

**Dr. Marie Balen**
*Assistant Superintendent for Instruction*

**Michelle Biggar**
*Parent*

**Dr. William Bohen**
*Principal, Maple East Elementary*

**Andrew Bowen**
*Principal, Country Parkway Elementary*

**Dr. Darren Brown-Hall**
*Superintendent of Schools*

**Stuart Bulan**
*Member, Board of Education*

**Stephanie Calhoun**
*Teacher, Dodge Elementary*

**Courtney Charleson-Smith**
*Assistant Principal, East High*

**Colleen Christmann**
*Parent*

**Robert Coniglio**
*Principal, North High*

**Jane Dewey**
*Parent*

**Nicholas Filipowski**
*Director of Communications*

**Nancy Fultz**
*Social Worker, Heim Elementary*

**Randall Gammiero**
*Teacher, Mill Middle*

**Ryan Harding**
*Principal, Casey Middle*

**Dr. Jeffrey Jachlewski**
*Principal, Heim Middle*

**Lori A. Jonas**
*Principal, Mill Middle*

**Linda Kane**
*Guidance Counselor, Casey Middle*

**Shaun Kolnacki**
*Student*

**Johanna Kutluhan**
*Parent*

**Lacey Leonard**
*Parent*

**Dr. Michael Littman**
*Member, Board of Education*

**Thomas Maturski**
*Assistant Superintendent for Finance and Management Services*

**Nicole Mayers**
*Assistant Principal, Dodge Elementary*

**Chris McDuffie**
*Assistant Principal, South High*

**Dr. John McKenna**
*Assistant Superintendent for Human Resources*

**Minerva Moya**
*ESOL Teacher, Transit Middle*

**Andrea O'Brien**
*Special Education Teacher, Maple East Elementary*

**Casey O'Merritt**
*Latin Teacher, North High*

**Amanda Paolucci**
*Art Teacher, Heim Middle*

**Bernadette Pasek**
*Library Media Specialist, North High*

**Hayley Paterson**
*Teacher, Heim Elementary*

**Maureen Poulin**
*Member, Board of Education*

**Niranjanaa Ramesh**
*Student*

**Lydia Ramos**
*Parent*

**Cheryl Rode**
*Parent*

**Andrea Rozansky**
*Teacher, South High*

**Linda Ruest**
*Director of Professional Learning*

**Rachel Ruggirello**
*Parent*

**Anthony Scanzuso**
*Assistant Superintendent for Exceptional Education and Student Services*

**Heatherlyn Schoeppich**
*English Teacher, East High*

**Carin Silsby**
*Teacher, Maple West Elementary*

**Dr. Swaroop Singh**
*Vice President, Board of Education*

**Jason Smith**
*Principal, Maple West Elementary*

**Melissa Spada**
*Teacher, Forest Elementary*

**Dr. Bonnie Stafford**
*Principal, Heim Elementary*

**Syanne Tyson**
*Student*

**Dr. Daniel Walh**
*Principal, Transit Middle*

**Katherine Wendling**
*Assistant Principal, North High*

**Kimberly Wolf**
*ESOL Teacher, Transit Middle*

**Katherine Zoratti**
*Parent*

# GLOSSARY OF TERMS

**Adapted from the Culturally Responsive-Sustaining Education Framework**



**ASSET-BASED PERSPECTIVE** is a transformational perspective that recognizes and values the rich cultural practices embedded in all communities. Asset-based teaching is a strengths-based approach that leverages students' knowledge, experiences, skills, values, and perspectives as assets for learning. Asset- based educators see cultural differences as assets, create caring learning communities in which social, cultural, and linguistic diversities are valued, use the cultural knowledges of diverse cultures, families, and communities to guide curriculum development, classroom climates, instructional strategies, and relationships with students, and challenge racial, linguistic, and cultural stereotypes, prejudices, racism, and other forms of intolerance, injustice, and oppression.

**DEFICIT-BASED PERSPECTIVE** implies that students are flawed or deficient and that the role of the school is to fix the student. Deficit-based teaching seeks to teach to students' weaknesses instead of teaching to their strengths. It views students as needing to be fixed or remediated and often attributes their school failures to perceived deficits that lie within the student, their family, community, or culture. DIVERSITY is a reality created by individuals and groups from a broad spectrum of demographic and philosophical differences. These differences can exist along dimensions of race, ethnicity, gender, language heritage, sexual orientation, socioeconomic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of difference contained within everyone. Finally, we acknowledge that categories of difference are not always fixed but can be fluid, and we respect individual rights to self-identification, as no one culture is intrinsically superior to another. EQUITY is the state, quality, or ideal of being just, impartial, and fair. The concept of equity is synonymous with fairness and justice. To be achieved and sustained, equity needs to be thought of as a structural and systemic concept, and not as idealistic. Equity is a robust system and dynamic process that reinforces and replicates equitable ideas, power, resources, strategies, conditions, habits, and outcomes.





**SYSTEMATIC EQUITY** is a complex combination of interrelated elements consciously designed to create, support, and sustain social justice. It is a robust system and dynamic process that reinforces and replicates equitable ideas, power, resources, strategies, conditions, habits, and outcomes. INCLUSIVE more than simply diversity and numerical representation, being inclusive involves authentic and empowered participation and a true sense of belonging. In an inclusive school, the social and instructional space is designed such that all students have access to the curriculum and there are many opportunities for students to be successful. PLURALISM is a socially constructed system in which members of an identity group maintain participation in this group even as they belong to a larger cultural group. Educational pluralism is when students can leverage aspects of their cultural background as assets for learning and sustain those assets throughout their schooling. They are not required to minimize their unique cultural strengths in order to experience social and academic success or acceptance because no one culture is not valued as standard
or dominant.

**INTERNALIZED RACISM** describes the private racial beliefs held by and within individuals. The way we absorb social messages about race and adopt them as personal beliefs, biases, and prejudices are all within the realm of internalized racism. For people of color, internalized oppression can involve believing in negative messages about oneself or one's racial group. For Whites, internalized privilege can involve feeling a sense of superiority and entitlement or holding negative beliefs about people of color. INTERPERSONAL RACISM is how our private beliefs about race become public when we interact with others. When we act upon our prejudices or unconscious bias — whether intentionally, visibly, verbally — we engage in interpersonal racism. Interpersonal racism also can be willful and overt, taking the form of bigotry, hate speech or racial violence.



**INSTITUTIONAL RACISM** is racial inequity baked into our institutions, connoting a system of power that produces racial disparities in domains such as law, health, employment, education, and so on. It can take the form of unfair policies and practices, discriminatory treatment, and inequitable opportunities and outcomes. A school system that concentrates people of color in the most overcrowded and under- resourced schools with the least qualified teachers, compared to the educational opportunities of more advantaged students, is an example of institutional racism. The concept of RACISM is widely thought of as simply personal prejudice, but, in fact, it is a complex system of racial hierarchies and inequities. At the micro level of racism, or individual level, are internalized and interpersonal systems of ingrained bias. At the macro level of racism, we focus beyond individuals to the broader dynamics, including symbolic, ideological, institutional, and structural systems of racial hierarchies and inequities. STRUCTURAL RACISM (or structural racialization) is the operation of racial bias across institutions and society. It describes the cumulative and compounding effects of an array of factors that systematically privilege one group over another. Since the word "racism" often is understood as a conscious belief, "racialization" may be a better way to describe a process that does not require intentionality. Race equity expert John A. Powell writes: "'Racialization' connotes a process rather than a static event. It underscores the fluid and dynamic nature of race… 'Structural racialization' is a set of processes that may generate disparities or depress life outcomes without any racist actors."

**SYSTEMIC RACIALIZATION** describes a dynamic system that produces and replicates racial ideologies, identities, and inequities. Systemic racialization is the deeply-institutionalized pattern of discrimination that cuts across major political, economic and social organizations in a society. Public attention to racism is generally focused on the symptoms (such as a racist slur by an individual) rather than the system of racial inequality. Like two sides of the same coin, racial privilege describes race-based advantages and preferential treatment based on skin color, while racial oppression refers to race-based disadvantages discrimination and exploitation based on skin color.

**GENDER** implies a non-binary association of characteristics within the broad spectrum between masculinities and femininities. In New York State, gender is identified by the student. In the case of very young transgender students not yet able to advocate for themselves, gender may be identified by the parent or guardian. RACE is a socially constructed system of categorizing humans largely based on observable physical features (phenotypes) such as skin color and ancestry. There is no scientific basis for or discernible distinction between racial categories. The ideology of race has become embedded in our identities, institutions, and culture and is used as a basis for discrimination and domination.

**MULTILINGUAL LEARNERS** (MLs) are students who, by reason of foreign birth or ancestry, speak or understand languages other than English, speak or understand little or no English, require support in order to become proficient in English, and are identified pursuant to Section 154.3 of New York State's Commissioner's Regulations. SOCIO-ECONOMIC STATUS is the social standing or class of an individual or group. It is often measured as a combination of education, income, and occupation. Examinations of socioeconomic status often reveal inequities in access to resources, as well as issues related to privilege, power, and control. In New York State, a student's socioeconomic status is determined by family participation in economic assistance programs, such as the Free or Reduced-Price Lunch Programs; Social Security Insurance (SSI); Food Stamps; Foster Care; Refugee Assistance (cash or medical assistance); Earned Income Tax Credit (EITC); Home Energy Assistance Program (HEAP); Safety Net Assistance (SNA); Bureau of Indian Affairs (BIA); or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household or economic unit may be identified as low income.

**MICROAGGRESSIONS** are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership. In many cases, these hidden messages may invalidate the group identity or experiential reality of targeted persons, demean them on a personal or group level, communicate the perception that they are lesser human beings, suggest they do not belong with the majority group, threaten and intimidate, or relegate them to inferior status and treatment.

**RACIAL JUSTICE** is the systematic fair treatment of people of all races that results in equitable opportunities and outcomes for everyone. All people are able to achieve their full potential in life, regardless of race, ethnicity or the community in which they live. Racial justice — or racial equity —goes beyond "anti-racism." It's not just about what we are against, but also what we are for. A CR-S education framework should move us from a reactive posture to a more powerful, proactive and even preventative approach.

**SOCIO-CULTURAL RESPONSIVENESS** involves the active sensitivity to what all students need to be successful academically, psychologically, emotionally, and socially. Such responsiveness recognizes that all students are different and must be uniquely responded to, challenged and stimulated, and strategies must be adapted to meet the needs of individual and groups of students.

**SOCIO-POLITICAL CONSCIOUSNESS** involves an awareness to both the social and political factors at play in the workings of complex societal systems. This consciousness is necessary for navigating complex systems based on a unity of thought and performance, reflective practice and deliberative action, skills that are meaningful and necessary for participation in expanding global economies and democracies.

# ADDENDUM



**3431 Diversity, Equity, and Inclusion in the District**

**Overview**

A growing body of research shows that all students benefit when schools implement strong diversity, equity, and inclusion (DEI) policies and practices. Strong DEI policies, in partnership with parents and families, empower students from all backgrounds to visualize successful futures for themselves and provide them with a sense of belonging and self-worth. These benefits can lead to improved student achievement, which in turn can lead to better outcomes in other areas of their lives, including work and civic engagement. These benefits include academic, cognitive, civic, social-emotional, and economic. This is true regardless of a school's geographic location or the demographic composition of its students and staff.

This policy provides a beginning framework as to how the District will foster even greater DEI in its schools. This policy considers the entirety of the educational process by addressing the following: governance; teaching and learning; family and community engagement; workforce diversity; diverse schools and learning opportunities; and student supports, discipline, and wellness. It is just one component of the District's overall commitment to maintaining a diverse, equitable, and inclusive educational and work environment.

The District will develop a DEI plan to manage and coordinate the execution of this policy.

Inquiries about this policy may be directed to the Assistant Superintendent for Exceptional Education and Student Services or the Assistant Superintendent for Instruction.

**Defining Diversity, Equity, and Inclusion**

For purposes of this policy:

a) "Diversity" includes, but is not limited to: race; color; ethnicity; nationality; religion; socioeconomic status; veteran status; education; marital status; language; age; gender; gender expression; gender identity; sexual orientation; mental or physical ability; genetic information; and learning style.

b) "Equity" includes, but is not limited to, seeking the fair treatment, access, opportunity, and advancement for all while striving to identify and eliminate barriers that have prevented the full participation of all groups.

c) "Inclusion" includes, but is not limited to, authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power and ensures equal access to opportunities and resources.

These descriptions are not intended to be exhaustive. Rather, they are meant to be foundational and provide clarity to the concepts of diversity, equity, and inclusion.

**Governance**

DEI Committee

The District will establish a DEI Committee to meet periodically throughout the year. The purpose of the DEI Committee is to assist the District in creating and implementing plans that advance the District's commitment to maintaining a diverse, equitable, and inclusive environment where all individuals feel valued and respected. As needed, the DEI Committee may also review District policies, practices, and programs and provide suggestions as to how they could potentially be modified to better promote DEI.

The District will actively seek members for the DEI Committee through the use of email, newsletters, the District's website, the District's social media page(s), and/or advertisements.

The DEI Committee will be representative of District stakeholders, and may include (to the extent possible), but not be limited to, representatives from the following groups:

a Students;
b) Parents and persons in parental relation;
c) District/building administrators;
d) Teachers, including at least one special education teacher;
e) Guidance staff, including at least one school psychologist, social worker, or counselor;
f) Other District staff;
g) The Board; and
h) Community members.

DEI Coordinator

The Superintendent may designate a District employee to serve as its DEI Coordinator, who will be a member of the DEI Committee and convene and coordinate the activities and plans of the DEI Committee.

**Teaching and Learning**

The District will continue striving to advance inclusive and culturally responsive teaching and learning through, but not limited to, the following means: curricula in all content areas; books and instructional materials; pedagogical practices and professional development; classroom grouping policies and practices; student support systems for all developmental pathways; full and equitable opportunities to learn for all students; and multiple assessment measures. As part of this effort, the District will continue to seek to:

a) Implement a Culturally Responsive-Sustaining (CR-S) Education Framework that embeds the ideals of diversity, equity, and inclusion by creating student-centered learning environments that:

1. Affirm cultural identities;
2. Foster positive academic outcomes;
3. Develop students' abilities to connect across lines of difference;
4. Elevate historically marginalized voices;
5. Empower students as agents of social change; and
6. Contribute to individual student engagement, learning, growth, and achievement through the cultivation of critical thinking.

b) Develop curricula that incorporates diverse perspectives, materials, and texts so that students are taught topics not just from one single perspective, but from multiple perspectives.

c) Offer opportunities for students to actively participate in experiences that prepare them for a lifetime of civic engagement and contributions to social justice, including, for example, completing projects that enable them to apply the learning they have acquired within and across subject areas.

d) Encourage educational discussions about all forms of discrimination including but not limited to racism and bigotry.

**Family and Community Engagement**

The District will continue to strive to foster family and community engagement practices that are based on mutual trust, confidence, and respect. As part of this effort, the District will continue seeking to:

a) Encourage participation from all District stakeholders in community building conversations.

b) Reduce language barriers through various means, including, but not limited to, providing translated communications when appropriate.

c) Leverage partners such as the county government and local community organizations in developing DEI programs and activities for the District.

**Workforce Diversity**

The District will continue striving to create a workforce that is not only diverse and inclusive, but one that recognizes and values the differences among people. As part of this effort, the District will continue to:

a) Recruit and retain a diverse workforce in all areas and at all levels, thereby reducing stereotypes and preparing students for an increasingly global society.

b) Provide staff with opportunities for professional development on cultural proficiency.

**Diverse Schools and Learning Opportunities**

The District will continue striving to promote diverse, equitable, and inclusive classrooms in which students have equal access and equal opportunities to learn and realize their full individual potential. As part of this effort, the District will continue to seek to:

a) Take creative steps within the District's authority and/or control in order to enhance the level of socioeconomic and racial diversity within District schools.

b) Consistent with other existing District policies prohibiting discrimination, eliminate the use of terms and phrases within District schools that perpetuate negative stereotypes and minimize student opportunities.

c) Create coursework, programs, and activities that are accessible to all students, regardless of their disability status, native language, income level, or any other basis.

**Student Supports, Discipline, and Wellness**

The District will continue striving to focus on the well-being of the "whole child." As part of this effort, the District will continue to:

a) Employ programs and practices that enhance all students' self-identity, self-confidence, and self-esteem.

b) Maintain non-discriminatory discipline policies and practices.

c) Consider and address the full range of student developmental pathways.

**Training**

To foster DEI in its schools, the District will provide DEI training to staff and students, as appropriate. This training may be delivered in various forms including, but not limited to: workshops; instructor-led classes; webinars; videos; workbooks; pamphlets; and/or emailed information. Although specific objectives will vary from training to training, in general, trainings will be designed to:

a) Increase awareness of the content of this policy and/or various DEI issues; and

b) Promote a welcoming and inclusive environment for all District community members.

Special trainings may be provided to members of the DEI Committee.

**Notification**

This District will share information about this policy via the District's website and/or other communications as appropriate.

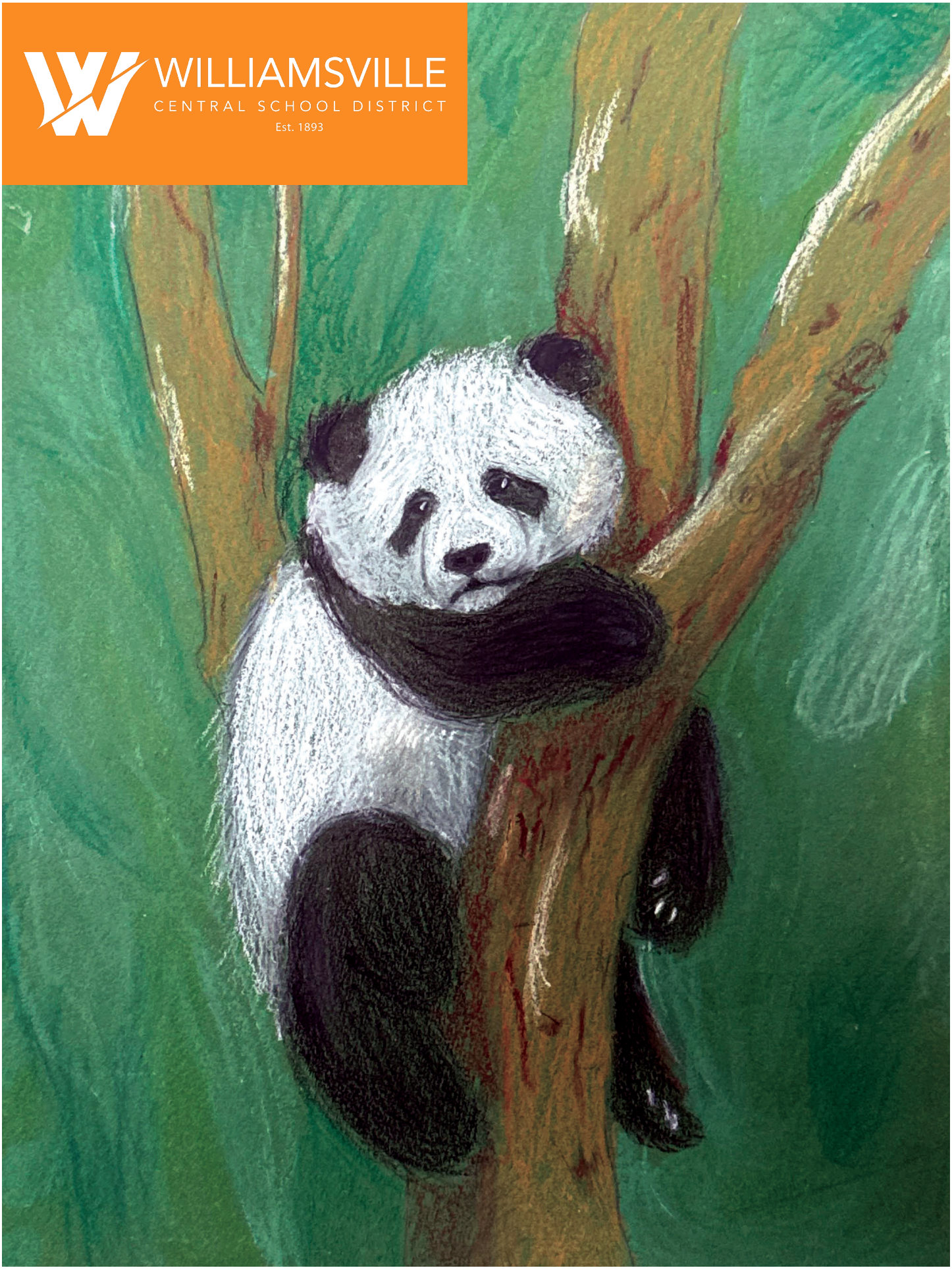
Other information:
New York State Ed, DEI

Adoption Date: October 12, 2021



GLOSSARY OF TERMS

WILLIAMSVILLE
CENTRAL SCHOOL DISTRICT
Est. 1893



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Dr. Darren J. Brown-Hall, Superintendent of Schools

Board of Education

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