

DREAM Phase 1st Report Out:

Tiger Parks:

- Everyone gets together to contribute, easy access so everyone can join in during their free period
- Good engagement (raffles for free stuff)
- Students and the parents and community
- Everyone knows about it
- Well Marketed
- Everybody has a way to get value from it
- They are the best at it because there is high involvement and retention
- This builds communication skills
- This helps with transitional goals for IEP
- most students wouldn't normally interact in a normal setting,
- a great opportunity to bring unlike students together
- Gave interest for students to engage with staff too
- Impacted the culture of engagement at the high school
- Strong purpose and intent
- Very rewarding

Accommodations and Support of students with different abilities

- Tiger period:
- Intervention enrichment times
 - No new instructions, provided access for intervention support and/or enrichment
 - Intentionally designed for students to access teachers during the school day to strip away obstacles for students
 - Meets varying populations of students and provided students with exactly what they need
 - These needs can be across multiple content areas, and these needs can change over time

LGBTQ+ Supporting Stickers:

- Discussed how when teachers have these stickers on their desk, students find their room to be a safe space
- A welcomed change
- A student organization, monitored by students
- This provides conversation so students don't feel ostracized
- Everyone was excited to support the LGBTQ+ Community and initiative
- Proved that the students are great leaders at creating a safe space for themselves and one another
- "It was shocking how many people had them, and made you feel good to know that almost every teacher in the building was there to talk and not feel scared of judgement"
- How did it change your relationship with teachers who chose not to post them?

- For the people that didn't post them, they stayed just teachers... for the people that did post them, it broke the wall and made students see them as people
- This moved students to be more avoidant toward those teachers

Responsive Classroom Practices:

- It was a way for students to feel supported
- Everyone knows the language and common goals
 - Staff was educated on what it means to have a responsive classroom
 - The principle held a 2 day program and updated newer teachers and administrators
- The Commonality amongst one another led to success
- A great program for social-emotional health and building friendships
- Initiative is valued from administrators to teachers and students
- Parent: How is JEDI included in responsive classroom? Ethnic, religious, etc.
- The parent wants more than just "diverse learners" - She wants to make sure they are including ALL differences, such as ethnic and religious understanding
 - Doesn't add in diversity generally
 - Adds in equity, as far as being treated fairly
 - Afford inclusions
- Parent: How do we know it is successful? How do we know WHO this is for? How do we know it is successful for the people we want?
- With the point of appreciative inquiry, it is okay that students are not fully developed into diversity ... the social-emotional learning is a good foundation to engage in more diversity training as the program continues to develop.
- "This has been successful, but we can build off of this.. This is a place that has a lot of promise"
 - It gives a platform and foundation to continually build.

DEIJ Task Force:

- A great place for like-minded people to come together and create an impact
- Very productive
- Very organized
- Not completely making a difference but creates a good start
- Proved that the community cares about creating a change

Discussion and Debrief:

Educators:

- They realized how social justice issues are normalized
- They felt strongly about being comfortable and supported as far as talking about "taboo" subjects when it comes to inequity, injustice
- A vision statement: "Every person is accountable for the culture they accept"
- Maybe bring in more speakers that can help in the area of JEDI

Students:

- The majority of students and staff were on the JEDI task force and were working to continue to keep the community better
- Looking toward identity inclusive bathrooms (marked as non-binary) to create a safe space for students to feel comfortable in whichever bathroom that they use
- They want the curriculum to display accurate and inclusive and honest subjects as opposed to "sugar coated" or "white-washed"
- Chagrin is very "tight-knit"
 - For newcomers that can be difficult to squeeze into
 - Staff are from the same community, so including staff from outside the bubble would help in education and increase diversity
 - Intentionally seeking out professionals that boost diversity and inclusion
- Including speakers from different backgrounds has been encouraged
 - This helps appreciate the culture of different backgrounds
 - Intentionally seeking these people out
- "Maybe having artists and musicians in?" This will help open eyes and held the mission

Parents:

- They want the student body and staff to be just as diverse
- They want the community as a whole to attract and retain diverse peoples to add to their lives
- Add JEDI into training for teachers and administrators
- They want JEDI to be written into curriculum
- They want a district that allows and encourages open-mindedness
- "Everyone has something to celebrate, and we should embrace that"
- They don't know what's being taught, and they would like that transparency

Community and School Leadership Group"

- Empathy, Diversity, Culture, Advocacy
- Not just an idea for what we want the task force to become, but get it woven into the curriculum
- Embrace diversity and hiring staff that reflect the mission
 - Also empowering students to shape the culture,
- The goal is to identify change agents that can cultivate the vision

Common Themes:

- Add JEDI to curriculum

- Broaden the scope of JEDI to the community of the school and the community of Chagrin
- The need for a stronger community
- The idea that it's not just one training or one speaker, it's the complete lens change every year for everyone involved, making it sustainable
- Normalizing difficult conversations on social justice and support one another during courageous conversation
- Challenging exclusionary and discriminating behaviors
- The importance of diversity in hiring

rMeeting Minutes 4/12 DESIGN



Subcommittee Name: Community/ School Leadership

Date & Time: 4/12/2021 6:00pm

Attendees: Mary Beth Webster, Tracie Zamiska, Diana Nazelli, Jacari Parks, Kathryn Garvey, Sharon Broz, Dr. Amanda Cooper, Dr. Robert Hunt, Amanda Rassi

Notes must be captured in each meeting to catch up members of the committee who could not be in attendance. These will also be shared with the larger DEIJ Task Force and DCNEO.

Agenda Item	Notes	Time	Lead
<u>Introductions</u>	Done.		
<u>Vision Statements</u>	There were no objections to the proposed vision statements. It was acknowledged that the first statement is being reworded and will be adopted at a later time.		
<u>Action Plan</u>	<p>Dr Cooper explained the Action Plan Template which will be used to work toward our goals over the next 3 years. She showed us that there are 6 goals to start working on. These are some basic goals. Other goals can be added as we go along.</p> <p>The group discussed the action plan with regard to Goal 1 (Understand the experiences of our community in relation to DEIJ). It was proposed that we should try to conduct a culture and climate survey before the end of this school year. Dr Cooper indicated that the DCNEO has resources to aid in conducting the survey for Grades 7-12. It could be accomplished this year. The lower grades would probably not be surveyed until next year because of the time needed to conduct that survey. There was extensive discussion about whether the parent community should be surveyed now or at a later date. It was agreed that there should be input from the other subcommittees on this idea. Dr Cooper</p>		

	<p>and Dr Hunt agreed to meet to discuss the steps needed to move the survey process forward.</p> <p>The action plan for Goal #2 (Build Formal Systems/Structures of Support for DEI) was also discussed extensively. It was noted that decisions need to be made about how the committee will be structured going forward. Dr Cooper noted that a formal process should be put in place to get on/off the committee and it should address what the committee will look like going forward. We also discussed funding and the need to go before the school board with information about what we have accomplished and how we would like to move forward.</p> <p>With regard to Goal #3 (Education, Leadership Development and Training), we created 3 tasks:</p> <ol style="list-style-type: none"> 1. Determine the current state of diversity development opportunities. 2. Determine what kind of leadership opportunities we would like to offer to adults. 3. Share existing opportunities such as the program at Kent State. <p>Discussion regarding Goal #5 (Conduct an Equity Audit). It was agreed that this is an important goal and that teams or individuals would have to be identified to lead this but this would most likely be accomplished by a full time DEI person.</p>		

WISHES

EMPATHY: teaching empathy and its importance

DIVERSITY: everyone has a story and learning about the differences between our households and experiences enriches our experience

DIVERSITY: increase diversity at a staff/faculty level so students realize that they can learn from all people regardless of gender, ethnicity/race and sexual orientation; student body is more diverse and welcoming

CONSISTENCY: common set of language to describe diversity and celebrate it; expanding on the ideas of this so that as students age they can deepen their understanding of diversity and how complex it is; Responsive Classroom

DIVERSITY: student leadership is also diverse; staff/faculty should encourage all students to participate in leadership roles/opportunities so that they feel confident participating outside of school too

STEREOTYPES: stop perpetuating what people think of Chagrin and the student body

CULTURE: school culture and finding ways to discuss and change the culture; designing new ways of shaping this

PLATFORM: create a place and culture for students, staff/faculty, parents to be comfortable and empowered to express their desires and thoughts about diversity; create freedom and comfort for people to raise concerns and identify blindspots within the district

ADVOCACY: encouraging everyone to be advocates/allies

REACH: expand from the district out to the community

CURRICULUM: enhance curriculum at all levels to be more inclusive to tell the stories of a diverse population

COMMUNITY: provide opportunities for families to discuss this in their home; this can be done through resources provided by the district including information to use at home (Print, online/video) as well as programming that is free to residents

POLICIES: creating more inclusive policies, acknowledging students and their differences; hiring practices and promotions making sure that we are always being inclusive; create a position/panel so that all information coming from the district is consistent and viewed through the lens of DEI

VISION AND POSSIBILITY STATEMENTS

Students and parents see the administration as allies and advocates! They feel comfortable sharing concerns, fears, feelings and find support and resolution in their interactions with staff, faculty and administration.

Culture supports, facilitates and encourages open and free communication.

Our community is more representative of the diversity in our world.

Some ideas for Possibility Statements (added by Mary Beth):

- We hire administrators, teachers and support staff who reflect our mission to embrace diversity and empower all students to maximize their potential.
-maybe: we proactively seek to hire??
- We identify and empower change agents who work to realize our mission and seek out other individuals and organizations who can become change agents.
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- We cultivate a supportive school culture where students feel safe expressing concerns and confident that those concerns will be brought forward, respected and addressed without fear of retribution.
-we encourage a free flow of ideas
- We support the continued existence of the DEIJ committee in our school and community.

Other points:

1. Suggestion box.
2. DEIJ rep in each school.
3. Address issues of status in the larger school culture.
4. Change the focus from the idea of success based on academics and advanced classes to the development of a more well rounded citizen of the community (world). Examine what a successful student looks like.
5. Modify/expand responsive classroom to incorporate DEIJ issues and a common language. ex: introduction of the pronoun concept at a young age.
6. Explore the International Baccalaureate program school of thought for a broader understanding of how our curriculum can be responsive to DEIJ concerns.
7. Eliminate the "typical Chagrin kid" stereotype--or refute it?
8. Reach out to churches, government, and community with strong action items. "Report out to the community"
9. Communication with parents, educating parents about what is being taught in the schools.
10. How do we involve new people--new students, teachers, community members--how do we spread out to new people who are not the ones who usually volunteer?

Meeting Minutes



Subcommittee Name: Community/School Leadership Subcommittee

Date & Time: March 8, 2021 6:00pm

Attendees: MB Webster, T Zamiska, D Nazelli, J Parks, R Hunt, S Reed, A Rassi, S Broz, K Garvey, D Mayer, J Bencko

Notes must be captured in each meeting to catch up members of the committee who could not be in attendance. These will also be shared with the larger DEIJ Task Force and DCNEO.

Agenda Item	Notes	Time	Lead
<u>Introductions</u>		6:05-6:10 PM	Chairs
Vision Statements	<ul style="list-style-type: none"> discussion about changing certain vision statements to more accurately reflect our vision. discussion about just vs equitable 	6:10-6:35	
Review Design Tools		6:35-6:40	
Assessment Plan	<p>Selected the vision statement regarding curriculum, particularly the clause regarding extra curricular activities as our focus. Came up with the following research question: What is the current state of opportunities for students to learn from/about individuals, communities, materials, and experiences that are representative of our world? Agreed that Amanda and Sarah would gather information by talking with other educators and with students. Discussion of techniques used to gather information. Discussion of the Effort Matrix.</p>	6:40-7:00	

Meeting Minutes Template



Subcommittee Name: Community/ School Leadership

Date & Time: 2/9/2021 6:00pm

Attendees: Mary Beth Webster, Tracie Zamiska, Diana Nazelli, Jacari Parks, Kathryn Garvey, Sharon Broz, Jen Bencko, Deb Mayer

Notes must be captured in each meeting to catch up members of the committee who could not be in attendance. These will also be shared with the larger DEIJ Task Force and DCNEO.

Agenda Item	Notes	Time	Lead
<u>Introductions</u>	Done.		
<u>Design Criteria</u>	<p>We reviewed the 4 primary design criteria that have been proposed. It was agreed that section 3b (“supported at every level”) should be refined to emphasize: All staff, students, families, administrators, parents and community members.</p> <p>There was strong support for the idea that the design criteria include a requirement that all efforts be revisited on a regular basis to ensure that the efforts were still moving toward the goals.</p> <p>It was also suggested that there be a requirement that each effort be widely communicated, “broadcast”, marketed. i.e, an affirmative requirement that the community be made aware of each effort.</p> <p>There was general agreement that the Design Criteria be refined to reflect with more precise language what the required design elements are.</p>		
Vision Statements	<p>Thoughts that were shared about the proposed Vision Statements:</p> <ul style="list-style-type: none"> ● Unclear on what it means to “identify” change agents. ● Some of the language used should be more precise. 		

	<ul style="list-style-type: none"> ● Looks like a compilation of ideas from many people. Should be more cohesive. 		
<p>Identification of Areas of Influence and Agency for Our Subcommittee</p>	<ol style="list-style-type: none"> 1. Structure. 2. Systems. 3. People. 		
<p>Brainstorming Ideas to Reach Our Vision</p>	<p>Ideas:</p> <ul style="list-style-type: none"> ● Review existing district policies in the relation to DEIJ ● Explore adopting new district policies to address DEIJ issues. ● Consider creating a new position (ex. Director of DEIJ) - could be a shared position, an additional responsibility for an already existing position, a group of people- idea is that someone(s) should definitely have responsibility. Idea that DEIJ should be represented in every building. ● Seek grants for funding for DEIJ initiatives. ● Speaker series or a week long series (or however long) with speakers, activities, social events, promotions etc--involving all stakeholders, town hall type events ● Examine current hiring policies- are we recruiting?, are people self selecting, do we have data on this? Can we collect data? ● Training and development- what are we doing to support potential candidates from within (specifically women) ● Increase STUDENT diversity- possibly modified open enrollment. Explore the parameters of this. ● Determine whether the work opportunities at the school can be made more attractive to a diverse staff. 		

Meeting Minutes



Subcommittee Name: Community

Date & Time: December 18, 2020 7:00PM

Attendees: Tracie Zamiska, Mary Beth Webster, JaCari Parks, Jen Bencko, Kathryn Garvey, Bob Hunt, Diana Nazelli

Notes must be captured in each meeting to catch up members of the committee who could not be in attendance. These will also be shared with the larger DEIJ Task Force and DCNEO.

Agenda Item	Notes	Time	Lead
Introductions	Each member identified themselves and their pronouns and then gave a short explanation of how they became interested in the committee.	7:00-7:15	Tracie
Developed Community Agreements	<p>By consensus, all of the members who were present approved the following community agreements. The group will be:</p> <ul style="list-style-type: none"> ● Open, honest and authentic. ● Respectful of each other. ● Engaged in the committee by attending meetings and participating fully. ● Speaking our truths. ● Willing to inform the co-chairs if they feel uncomfortable about the presence of administrators or school board members. ● Administrators and school board members will remove themselves if others express concern about their presence. ● Committed to maintaining confidentiality. 	7:15-7:30	Mary Beth
Appreciative Conversation/Group Activity	<p>The group decided to combine these two activities. Group members each gave an example of a high point experience for DEIJ in the district. Examples included:</p> <ul style="list-style-type: none"> ● Tiger Perks - an in-school coffee shop created to provide life skills for students with disabilities. It started as a small initiative but after some early successes, it was expanded. It was noted that the program completely changed the 	7:30-8:10	Tracie and Mary Beth

	<p>culture of the school. Students who had been previously unknown to each other developed relationships. Students, peer mentors, teachers and administration were all very proud of their participation. . A good example of a district initiative that had a large impact.</p> <ul style="list-style-type: none">● A Long Walk to Water - a cross curricular unit in the 7th grade that fostered an understanding about how different life can be for people outside a student's own world.● Responsive Classroom/Circle Time - morning meetings led by students that encouraged listening, empathy and connection between students.● CF Historical Society Programming on The Underground Railroad - kids were open and receptive to learning more about the local history of support of the UR.● Individual Faculty Members in the District- it was noted that Dr Gray had a big influence on students because she was an example of a person of color in a leadership role. "Seeing someone who looks like you, allows you to see yourself in that role." Additionally, it was noted that she provided an important example to white students by modeling people of color in leadership. Mrs Petit was also mentioned as an example of a faculty member who sets an example for students and advocates for girls involvement in Math and the Sciences. Additionally, other faculty members have opened up about their own sexual orientation and enable students to feel more comfortable about their own orientation.		
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	<ul style="list-style-type: none"> ● Personal family stories - group members recounted their own stories of family members who had relocated into the district being embraced by the school community. ● Accommodations for a severely allergic student - the district, teachers and students took action to make unprecedented changes in order to allow this student to attend school. 		
Additional Topics	Members discussed the idea of recruiting new sub-committee members. It was decided that the group is open to adding a few members at this point if there is interest but efforts to recruit a large number of new members should wait until some point down the line.		

Dream Meeting Notes

Topics in dream statements:

- Promotes exposure to diversity (guest speakers,
- More diverse people (staff, teachers, students, community members)
- More inclusive curriculum
- Community pushing for change with an open mind set
- DEIJ training for students and staff
- Supportive culture- feeling of safety
- Change creates further reach and lasts longer (not just one or two events)

Student- Meeting Minutes Template



Subcommittee Name: Students

Date & Time: 2/13/2021

Attendees: _____ and _____

Notes must be captured in each meeting to catch up members of the committee who could not be in attendance. These will also be shared with the larger DEIJ Task Force and DCNEO.

All notes are on "Vision Statement Review" only one person was able to come.

Agenda Item	Notes	Time	Lead
<ul style="list-style-type: none"> • Introductions: name, pronouns 		<ul style="list-style-type: none"> • (5 min) 	
<ul style="list-style-type: none"> • Review vision statements 		<ul style="list-style-type: none"> • (5 min) 	
<ul style="list-style-type: none"> • What can we impact directly 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • (15 min) 	
<ul style="list-style-type: none"> • Indirectly and who could do better 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • (15 min) 	
<ul style="list-style-type: none"> • Other needed information 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • (5-10 minutes) 	

Student- Meeting Minutes Template



Subcommittee Name: Students

Date & Time: 3/4/21

Attendees: _____

Notes must be captured in each meeting to catch up members of the committee who could not be in attendance. These will also be shared with the larger DEIJ Task Force and DCNEO.

Agenda Item	Notes	Time	Lead
<ul style="list-style-type: none"> • Introductions: name, pronouns 		<ul style="list-style-type: none"> • (5 min) 	
<ul style="list-style-type: none"> • Review vision statements 		<ul style="list-style-type: none"> • (5-10 min) 	
<ul style="list-style-type: none"> • Choose a vision statement 	Chose the first one	<ul style="list-style-type: none"> • (5 min) 	
<ul style="list-style-type: none"> • Brainstorming 	<ul style="list-style-type: none"> • Came up with a lot of good ideas listed in this link: https://docs.google.com/document/d/1bHYQ_cldX0tp5wmJzcJnByieh4AOyVxRgjSZkFQEYAw/edit 	<ul style="list-style-type: none"> • (20 min) 	
<ul style="list-style-type: none"> • Work 	Began working on decided Idea decided idea is highlighted	<ul style="list-style-type: none"> • (20 min) 	
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	

Student- Meeting Minutes Template



Subcommittee Name: Students

Date & Time: 1222/20

Attendees: _____

Vaccaro, _____

Notes must be captured in each meeting to catch up members of the committee who could not be in attendance. These will also be shared with the larger DEIJ Task Force and DCNEO.

Agenda Item	Notes	Time	Lead
<ul style="list-style-type: none"> • Introductions: name, pronouns 		<ul style="list-style-type: none"> • (5 min) 	
<ul style="list-style-type: none"> • Review/Develop Community Agreements 		<ul style="list-style-type: none"> • (5-10 min) 	
<ul style="list-style-type: none"> • Review Vision Conversation Guide + Silent Reflection 		<ul style="list-style-type: none"> • (5 min) 	
<ul style="list-style-type: none"> • Vision Conversation 	<p>small group- worked all as one</p> <p>Question 1:</p> <ol style="list-style-type: none"> 1. Mutual respect and acceptance for everyone's beliefs and identities. 2. Reach out to a larger group of students and look to integrate our DEIJ community into larger communities. 3. Recognize and acknowledge past and present privileges that we/others have had. Have a discussion to approach and be aware of them. <p>Question 2:</p> <ul style="list-style-type: none"> • Office staff is friendly and greets everyone in a way that is respectful and not belittling. • When introducing yourself, pronouns are part of the normal things included in an introduction. • Curriculum discusses all types of identities and diversity. 	<ul style="list-style-type: none"> • (20 min) 	

	<ul style="list-style-type: none"> o Ex: Sex-ed has an improved curriculum, addressing gender identity and sexuality specifically. o Ex 2: History curriculum accurately discusses difficult (ie: racial) topics without sugar-coating it o Ex 3: More diverse authors used in language arts curriculum. Discussions about race and diversity in all levels of classes to supplement the readings. ● There are gender neutral locker rooms and restrooms. ● Sports teams experience less gender bias and equal support and funding from the school district. ● There are professional counselors/therapists there to offer support and help to students with anything they may be struggling with (ie: gender identity, sexuality, family problems) ● Reduced stigmatization and taboos around mental illness. ● More diverse staff. 		
<ul style="list-style-type: none"> ● Review Possibility Statements 		<ul style="list-style-type: none"> ● (5 minutes) 	
<ul style="list-style-type: none"> ● Group Activity / Report Out 	<ul style="list-style-type: none"> ● The DEIJ student subcommittee is attended to by the majority of the high school student body and everyone is actively involved and participating in it. ● We are all actively identity inclusive in the facilities (bathrooms, locker rooms, etc) on all campuses. ● The curriculum provides accurate and inclusive information, specifically touching on previously taboo topics in an objectively honest manner. 	<ul style="list-style-type: none"> ● (30 -45 min) 	

	<ul style="list-style-type: none">• The staff has all received DEIJ training and actively push for equity and justice in the classroom environment.• The majority of people in the community introduce themselves using pronouns and everyone addresses people by their preferred pronouns.		
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VISION STATEMENTS

Consider: What / which of these can be combined, simplified, expanded to include all stakeholders (when appropriate), refined based on characteristics of vision statements:

- Challenge the status quo.
- Written in the present tense to describe the vision as if it is already happening.
- Illustrative: Grounded in ideal, real, and/or practical possibilities.
- Affirmative: We are... We do.. We have...
- Provides Guidance: Clearly provides direction for the future.
- Comprehensive: Integrates and considers all major identity markers and each of these concepts: Diversity, Equity, Inclusion, and Justice

Engaged Change Agents

- We identify, engage and empower change agents who work to realize our mission and vision for DEIJ
- We find and include community partners who can support our work and support our change agents
- DEIJ initiatives are attended by the majority of our staff, students, and parents. There is active involvement and participation.

Curriculum/ Instruction

- We provide both curricular and extracurricular opportunities for students to learn from/about individuals, communities, materials, and experiences that are underrepresented within our district.
- Our teaching methods are honest, accurate, equitable, just, and inclusive.

- We teach civil discourse and raise generations of students that seek out new information and experiences, challenge their own biases, and have the ability to change their minds when given new information.

Training and Education

- We advance long-term change in behavior and thinking through education and training.
- Our district recognizes, promotes, and teaches about celebrations that are unique to different cultures, and invites families and community members to participate in them.
- We require broad spectrum DEI training each year for all staff. These are also offered at no additional expense to students, families, and community members.
- All staff and students have opportunities to engage in additional DEI focused training and leadership development opportunities, each year.

Culture & Accountability

- We have a culture that allows all students to feel included, that teaches them to recognize exclusivity and discrimination, and teaches them to challenge it.
- We encourage and support conversations and inquiry about DEI topics. These are open and considered natural and helpful (not taboo, harmful, or 'too political') in interactions between students, staff, families.
- We cultivate a supportive school culture where students feel safe expressing concerns and confident that those concerns will be brought forward, respected, and addressed without fear of retribution.
- Every person is accountable for a just, equitable, and inclusive culture and environment. For example, what I say, and what is said within my earshot is my responsibility.

Policy/Practices

- We hire administrators, teachers, and support staff who reflect our mission to embrace diversity and empower all students to maximize their potential.
- We mitigate bias in hiring, recruitment, and management practices. Thus, allowing us to attract, retain, and support diversity within our staff.
- We are actively identity inclusive in the facilities (bathrooms, locker rooms, etc) on all campuses.
- We have a school district that actively seeks funding opportunities, and allocates time and physical space for diversity, equity, inclusion and justice initiatives.
- We know and use the correct pronouns, spelling and pronunciation of every name, as defined by our students.
- Our DEIJ Task Force is supported and engaged beyond this school year.

Originals from Stakeholder Groups

- *(Do not edit please)*

Educators

- We make space for conversation and inquiry about DEIJ topics.
- These are open and considered natural and helpful (not taboo, harmful, or 'too political') in interactions between students, staff, families.
- We value kindness and empathy, even in competitive situations.
- We respond to breaches in DEIJ by taking action that advances long-term change in behavior and thinking (education & training)

■Every person is accountable for the culture we've developed. For example, what I say, and what is said within my earshot.

■Students have essential, positive roles in the development of a culture of inclusion and an awareness of social justice.

Norms of inclusion are well established.

Students

■The DEIJ student subcommittee is attended to by the majority of the high school student body and everyone is actively involved and participating in it.

■We are all actively identity inclusive in the facilities (bathrooms, locker rooms, etc) on all campuses.

■The curriculum provides accurate and inclusive information, specifically touching on previously taboo topics in an objectively honest manner.

■The staff has all received DEIJ training and actively push for equity and justice in the classroom environment.

■The majority of people in the community introduce themselves using pronouns and everyone addresses people by their preferred pronouns.

Parents

■We have a school district comprised of a diverse student body and staff that has formulated a strategy to realize ongoing and increased integration of minority groups within the community.

■We have a school district that requires broad spectrum diversity training for all staff, and that is offered at no additional expense to student families and community members.

■We promote an atmosphere of diversity, equity, inclusion and justice by integrating diverse material and teaching methods into curricula across all school subjects.

■We have a culture that allows all students to feel included, that teaches them to recognize exclusivity and discrimination, and to challenge it.

■We have a school district that teaches civil discourse, and that raises a generation of students to seek out new information and new experiences,

challenge their own biases, and have the ability to change their minds when given new information.

- We have a school district that provides both curricular and extracurricular opportunities for students to be exposed to individuals, communities, materials and experiences that are not necessarily represented within our district.

- We have a school district that actively seeks funding opportunities, and allocates time and physical space for diversity, equity, inclusion and justice initiatives.

- We have a school district that recognizes, promotes, and teaches about celebrations that are unique to different cultures, and invites families and community members to participate in them.

Community / School LEadership

- We hire administrators, teachers and support staff who reflect our mission to embrace diversity and empower all students to maximize their potential.

- We identify and empower change agents who work to realize our mission and seek out other individuals and organizations who can become change agents.

- We cultivate a supportive school culture where students feel safe expressing concerns and confident that those concerns will be brought forward, respected and addressed without fear of retribution. -we encourage a free flow of ideas

- We support the continued existence of the DEIJ committee in our school and community.

***DESIGN Criteria**

Primary Design Criteria:

1. Intentional Design

- a. Organized
- b. Clearly defined: purpose, intent, roles and responsibilities, goals, and common language
- c. Accountability, including assessment/monitoring
- d. Process for addressing challenges and obstacles
- e. Systems for support (people, funding, space, etc.) and communication

2. Community Awareness

- a. Visible, clearly communicated, promoted, and valued by the district

3. Engages Multiple Stakeholders

- a. (I.e. not just students, not just educators)
- b. *Supported at 'every level' - teachers, principals, secretary staff, custodial staff, etc.*

4. Impactful

- a. *Rewarding - can see impact*
- b. *Serves and meets needs of members of our community*
- c. *Supports skill development and community building*

Areas of Influence and Agency

5

- Identify our top 3-5 areas of influence and agency
 - Why do you have influence and agency within this design element?
 - What strategies can you use to influence or make changes in this design element, as we move forward with our work?
- Consider resources (human resources, time, funds, etc.), contact, communication methods, 'reach', ability to engage in decision making, etc.
- Be prepared to report out your top 3-5 areas of influence and agency.

Catherine and Chris: 5 - 1 Levels of Influence (5= most control/agency/influence)

Classroom =4

Systems, programming = 3

People = (daily at school) 3-4

Programming/initiatives = 3

Structure = 2

Access/outcomes =

Barb and Brooke: (We feel the biggest piece of this programming needs to be the training part)

Classroom - all the sub headings

-promote conversations/dialogue through literacy (being sure to provide representation in our books) More support from district in providing materials and how to have conversations.

-training on personal biases

-for policies we need to make sure they are equitable

Systems- especially Communication, Policies, Procedures within the classroom

Programs and Initiatives

Janet, Alannah, Karen:

Classroom (climate, practices in management, creation of culture, Discipline and rewards)

Delivery of instruction; differentiation of needs

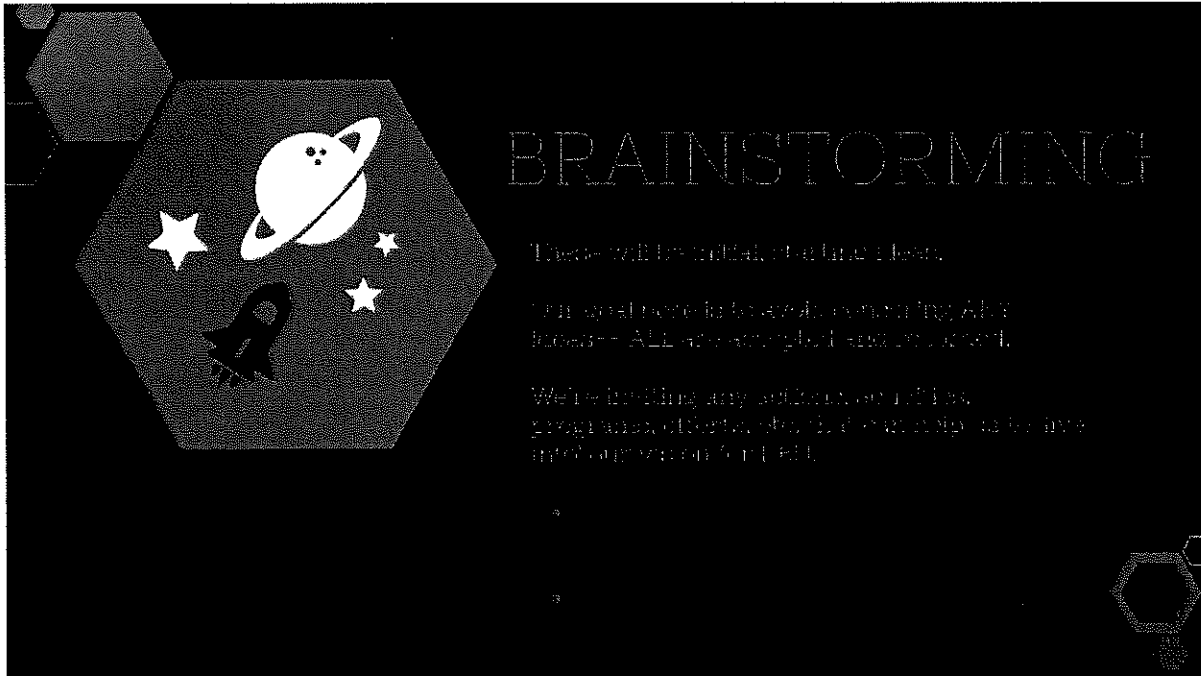
Building wide and district wide **systems** input

Programs and Initiatives

People (students and parents/families)

Structure (BLT, TBT, etc)

Many teachers are also voters in CF (influencing system of school district)



m

Brainstorming:

Need training to feel confident about facilitating DEI/J

- Have literature, film, etc. that represents and prompts for DEI/J
- Book talk / book club?
- Time and training for relationship building
- Toolbox - move from - toward
- Shift our focus toward more rounded - less emphasis on scores/academic achievement
- Systems - policies - taking a close look at policies: Homework, GRADING, Toolreward systems, discipline, social justice
- ADVOCACY is made easier - even when the numbers are small
- Training for trauma-informed education
-

3 Wishes

More education; (all around, student, staff, etc.)
Appreciate and Celebrate Diversity (not just recognizing or tolerating)
More diversity represented in the community, students/families, staff
More authors/characters in books, poets, filmmakers that are
Interacting with other communities/
Student groups meeting with other schools/communities
Diverse speakers come to share their experiences

2026

This is who we are, and how we are with each other--this is what we're going to be learning about together - up front and open with the community
Kids and staff are deeply educated on issues of social justice and diversity
Kids feel they are strongly supported if they are exposed to racist, sexist, and other anti-inclusive acts/language
Conversations about social justice issues in school are normalized (even with our young students)
We confront/address and educate everyone to respond to racist/anti-Semitic/etc. language and actions
Training for educators to incorporate this learning into daily interactions with each other, students, families
KINDNESS - When you walk the halls, you see and hear the artifacts of love and kindness
It is a joyful place, there are diverse staff members and students/families,
The atmosphere is accepting and open, everyone is pursuing wide-ranging interests/learning, people are championing for each other (kids, too).

VISION STATEMENTS

We make space for conversation and inquiry about DEI/J topics.
These are open and considered natural and helpful (not taboo, harmful, or 'too political') in interactions between students, staff, families.

We value kindness and empathy, even in competitive situations.

We respond to breaches in DEIJ by taking action that advances long-term change in behavior and thinking (education & training)

Every person is accountable for the culture we've developed. For example, what I say, and what is said within my earshot.

Students have essential, positive roles in the development of a culture of inclusion and an awareness of social justice.

Norms of inclusion are well established.

Vision Statement Review

Questions:

- What can the student sub committee directly impact?
 - What can the student sub committee indirectly impact and who can directly impact?
 - What more do we need to know?
1. The DEIJ student subcommittee is attended to by the majority of the high school student body and everyone is actively involved and participating in it.
 - a. -talk among friends/verbal promotion -can make flyers (not often noticed)
-students send emails to others about DEIJ
 - b. -assembly informing and explaining the importance (all sub committees) -
teachers share information in class or in emails
 - c. -why people aren't joining (are they not seeing, do they not want to)

 2. We are all actively identity inclusive in the facilities (bathrooms, locker rooms, etc) on all campuses.
 - a. -help student be more understanding -
 - b. -teachers educate and explaining the situation -fundraiser for unisex bathrooms
 - c. -Would the school be willing to change staff only restrooms to gender neutral? -Where is the acceptance coming from? (uneducated, taboos etc.)

 3. The curriculum provides accurate and inclusive information, specifically touching on previously taboo topics in an objectively honest manner.
 - a.
 - b. -research and suggest topics to teachers -The education board is most equipt for this -teachers can learn more about why this education is important
 - c. -look into what the curriculum is sugar coating, what needs to be added
-understand more, why this isn't being taught

 4. The staff has all received DEIJ training and actively push for equity and justice in the classroom environment.
 - a.
 - b. -teachers can learn more about why this education is important -explain to teachers why this is important to us -also falls under education board priority
 - c.

 5. The majority of people in the community introduce themselves using pronouns and everyone addresses people by their preferred pronouns.

- a. -we can actively do this in our daily lives (the more people the more confidence)
- b. -educate other community members -teachers can do this in their classrooms -teachers listening to students and going out of their way to help them
- c. -what situations are people getting misgendered, when is it becoming a problem

The DEIJ student subcommittee is attended to by the majority of the high school student body and everyone is actively involved and participating in it.

High Work High Impact

- Put information about DEIJ on school website (google forms)

High Work Low Impact

-

Low Work High Impact

- ~~Create Instagram or other social media (individuals post)~~
- Interview and ask students
- Google forms asks about schedules and motivation (short, name, email, why, time, how do you want to help) (one sub committee looks through and organizes)

Low Work Low Impact

- Everyone on community reaches out to one other person, and asks them to join and reach out
-

DREAM STAGE

Purpose: To engage all stakeholder groups in a visioning process for DEIJ in the district. To imagine 'what could be' in relation to DEIJ within the district. During this stage you will have the chance to share your wishes, hopes, and aspirations for the future. This will include the identification of your dream or vision for the future of the school and community, in relation to diversity, equity, inclusion and justice.

1. **Three Wishes:** If you could change this school district and community, what three wishes would you request to ensure DEIJ for generations to come?
 1. Mutual respect and acceptance for everyone's beliefs and identities.
 2. Reach out to a larger group of students and look to integrate our DEIJ community into larger communities.
 3. Recognize and acknowledge past and present privileges that we/others have had. Have a discussion to approach and be aware of them.

2. **Visions of the Future:** Imagine that tonight you fall into a deep relaxing sleep, and you wake up in year 2026. When you wake up, you notice something is different. Major changes have taken place, and Chagrin Falls is known as a national leader for DEIJ in their district/community. Chagrin Falls Exempted Village Schools embodies this affirmative topic and mission in all that it does: Chagrin Falls Exempted Village Schools embraces diversity. Our mission is to provide an educational experience that is empowering to all students (considering all major identity markers).
 - a. What does it look and feel like? What are people doing?
 - Less of a judgemental and more of an accepting atmosphere.
 - A community of totally authentic and comfortable people, nobody is worried about the consequences of being themselves.
 - People are acknowledging and respecting everyone's identity, regardless of beliefs
 - There are no taboos around communication, everyone is open and honest and respectful in conversation. If someone has a question or is confused, they ask without judgment. Everyone is open to suggestions and constructive criticism.
 - b. What is new and different at the school? What changes have been made?
 - i. Consider your discovery theme areas: Classroom practices, School-wide initiatives, Curriculum/Instruction/Pedagogy, Leadership/People, Values and Aspirations, Community Actions, Communication, Structures (departments, positions, school groups), and Systems (rules, policies, procedures, methods of communication, etc.
 - ii. Consider our definitions of DEIJ and all major identity markers in your diversity wheel.

- Office staff is friendly and greets everyone in a way that is respectful and not belittling.
- When introducing yourself, pronouns are part of the normal things included in an introduction.
- Curriculum discusses all types of identities and diversity.
 - Ex: Sex-ed has an improved curriculum, addressing gender identity and sexuality specifically.
 - Ex 2: History curriculum accurately discusses difficult (ie: racial) topics without sugar-coating it
 - Ex 3: More diverse authors used in language arts curriculum. Discussions about race and diversity in all levels of classes to supplement the readings.
- There are gender neutral locker rooms and restrooms.
- Sports teams experience less gender bias and equal support and funding from the school district.
- There are professional counselors/therapists there to offer support and help to students with anything they may be struggling with (ie: gender identity, sexuality, family problems)
- Reduced stigmatization and taboos around mental illness.
- More diverse staff.

Group Activity

1. **Purpose:** To use our brainstorming from the vision conversation to develop Possibility Statements.
2. Co-chairs will facilitate this discussion. Please identify a timekeeper and recorder/reporter.
3. Possibility Statements:
 - *Statements that highlight and define what our affirmative topic looks like in action. These statements will describe what the district and community will feel and look like when DEIJ in the district and our Affirmative Topic are at their best.*
 - *Defining Characteristics of Possibility Statements:*
 - **Challenge** the status quo.
 - Written in the **present tense** to describe the vision as if it is already happening.
 - **Illustrative:** Grounded in ideal, real, and/or practical possibilities.
 - **Affirmative:** We are... We do... We have...
 - **Provide Guidance:** Clearly provide direction for the future.
 - **Comprehensive:** Integrates and considers all major identity markers and each of these concepts: Diversity, Equity, Inclusion, and Justice.

Vision Statements:

1. The DEIJ student subcommittee is attended to by the majority of the high school student body and everyone is actively involved and participating in it.
2. We are all actively identity inclusive in the facilities (bathrooms, locker rooms, etc) on all campuses.
3. The curriculum provides accurate and inclusive information, specifically touching on previously taboo topics in an objectively honest manner.
4. The staff has all received DEIJ training and actively push for equity and justice in the classroom environment.
5. The majority of people in the community introduce themselves using pronouns and everyone addresses people by their preferred pronouns.

WOW - this is fantastic - EXCELLENT job! :D ~ Dr. Cooper

DEIJ PARENT SUB-COMMITTEE
DRAFT POSSIBILITY STATEMENTS
1/24/21

- * We have a school district comprised of a diverse student body and staff that has formulated a strategy to realize ongoing and increased integration and belonging of minority groups within the community.
- * We have a school district that requires broad spectrum diversity training for all staff, and that is offered at no additional expense to student families and community members.
- * We promote an atmosphere of diversity, equity, inclusion and justice by integrating diverse material and teaching methods into curricula across all school subjects.
- * We have a culture that allows all students to feel included, that teaches them to recognize exclusivity and discrimination, and to challenge it.
- * We have a school district that teaches civil discourse, and that raises a generation of students to seek out new information and new experiences, challenge their own biases, and have the ability to change their minds when given new information.
- * We have a school district that provides both curricular and extracurricular opportunities for students to be exposed to individuals, communities, materials and experiences that are not necessarily represented within our district.
- * We have a school district that actively seeks funding opportunities, and allocates time and physical space for diversity, equity, inclusion and justice initiatives.
- * We have a school district that recognizes, promotes, and teaches about celebrations that are unique to different cultures, and invites families and community members to participate in them.

Possibility Statements

Thank you once again to everyone!

Below you will find all of our responses combined into this document. The next step is to try to create "Possibility Statements" using our dreams below.

We will need to present them during the next Task Force Meeting.

Please take a stab at writing a few prior to 1 pm Monday, January 25.

You can enter your ideas as new lines above or below the dream.

Possibility Statements:

- *Statements that highlight and define what our affirmative topic looks like in action. These statements will describe what the district and community will feel and look like when DEIJ in the district and our Affirmative Topic are at their best.*
- *Defining Characteristics of Possibility Statements:*
 - **Challenge** the status quo.
 - Written in the **present tense** to describe the vision as if it is already happening.
 - **Illustrative:** Grounded in ideal, real, and/or practical possibilities.
 - **Affirmative:** We are... We do... We have...
 - **Provide Guidance:** Clearly provide direction for the future.
 - **Comprehensive:** Integrates and considers all major identity markers and each of these concepts: Diversity, Equity, Inclusion, and Justice.

Possibility Statement Examples:

- We promote an atmosphere of safety and support by integrating relevant and diverse material into curricula.
- We have a culture that allows all students to feel included and challenge any recognized exclusivity.
- We promote open communication regarding normalized discrimination in school and at home.
- We have an environment that provides support and guidance for those offended and provides education for offenders.

Vision Conversation Guide – Parent Sub-Committee Answers

Three Wishes: If you could change this school district and community, what three wishes would you request to ensure DEIJ for generations to come?

Have more inclusive history classes

Discuss why racism, sexism, etc. is wrong and how it will not be tolerated

Have teachers not look the other way when they see /hear something amiss

Diversity awareness and sensitivity in the curriculum starting in elementary school.

Diversity training for all staff and administrators as well as offered to all families in the district.

Proactive teachers and administrative seeking grants and funding for all types of diversity programming.

We raise a generation of students that seek out new information and new experiences, challenge their own biases and have the ability to change their minds when given new information

More racial, ethnic, economic, gender/sexuality diversity in community and schools (including staff)

There is an expectation that people are welcoming and seek to include people and make sure people's needs are met.

Support affordable housing in the village and public transportation in and out, start by collaborating with Kenston to offer/encourage open enrollment to the Chagrin Park.

Ensure that all teachers, administrators, and staff are aware of the sexual harassment students face/engage in, take it seriously, and address it when it happens.

As there is staff turnover, ensure that new hires bring greater diversity, especially to the extent that different voices will have input on curriculum, discipline, and counseling.

Take this school and this district and place it in a location with a bigger, more diverse mix of people

Bringing in teachers and administrators and staff who are in any way diverse so that students are not just learning from the same group

Ways that different schools can connect—schools that are unlike. Finding creative ways for students to mingle and learn with one another outside of schools as a solution to lack of local diversity within the school. Maybe through service-learning teams?

Hiring more faculty from outside the community and more People of Color

Making health class more inclusive of gender and sexuality and also cover consent.

Include or give option of Chagrin Falls Park Students to attend CFS.

More diversity in the curriculum

Cultural celebrations in the community that families can attend together

Ongoing training for the school staff on how to talk about diversity effectively and confidently

More representations of diversity- many more minority groups.

Need to do more to embrace all ideologies

History should be representative of all the facts/multiple approaches of leaning. If our teaching can incorporate the strengths of all cultural learning methods.

The lack of racial and ethnic diversity in this community almost kept us from moving here. I would very much like for our school to be a lot less white.

The school should actively teach civil discourse. Adults in schools are often told to avoid "political" topics but I would rather we face them head on while teaching kids to listen to the opposite point of view while calmly and rationally discussing difficult topics.

Since it is highly unlikely that district boundaries will be redrawn anytime soon, I wish our district would go further in exposing our students many different opinions, viewpoints, and experiences. This can be done through curriculum, special programs, clubs, field trips, library books, guest speakers, etc. I definitely feel the district has gotten better at this in the six years we've lived here but there is still a long way to go. I would also hope we get better at acknowledging and supporting the diversity we do have. Not long ago one of my children asked a librarian for books with LGBTQ characters and topics. The librarian responded by purchasing some books and making a small section for them. The next year that section was gone and my child was told it had to be removed because parents complained. My child hasn't felt welcome in this district since.

More diversity in the community and schools in terms of race and ethnicity.

Reducing or eliminating taboo and white fragility around topics of racism

Availability community-wide or school-wide of more spaces and time to talk about DEIJ.

Visions of the Future: It's 2026. Chagrin Falls Exempted Village Schools embraces diversity.

Our mission is to provide an educational experience that is empowering to all students (considering all major identity markers).

What does it look and feel like? What are people doing?

There is an expectation that everyone in the school community makes sure that all students are included.

Students and families seek out opportunities to stand up and speak out.

More diverse families are exploring moving to Chagrin Falls and making inquiries to the schools.

There are not "lady tigers", or even 'gentleman tigers', just tigers.

Kids all wear the same color or randomly mixed gowns at graduation, or maybe it is the boys' turn this year to wear white while the girls and adults wear black.

The yearbook does not focus primarily on sports, but emphasizes a broad range of talents, interests, and achievements.

Curriculum (e.g. courses offered, social studies texts, and English books) is evaluated for how it supports or undermines DEIJ.

Seniors march together at the end of the year, not in groups identified by how long they've been in the district.

There are exchange students from other countries in attendance.

A feeling of less tension; more unified; no longer talking about "the bubble"; less "this is the way it is in Chagrin Falls"

Looks more diverse; our children have peers and teachers of different races and religions the learn from and with; using history books written by people of color; cross-curriculum learning; using first-hand account texts; transgender restrooms; not playing politics when it comes to embracing our students.

It looks more diverse from skin color and cultural identity.

There are more cultural events.

People are more welcoming of newcomers and learning about their experiences.

There is no covering. People are comfortable talking about the things most important to them and folks do not avoid topics out of fear.

Students recognize when someone is the "only" in class and intentionally include that person.

The students and staff are a microcosm of the US. There are multiple people of different races and nationalities, there are many languages spoken in the halls, there are people of different religions and physical and mental abilities, there are open LGBTQ individuals, there are people from different SES backgrounds and they all feel like a part of the larger community. The individuals and their

differences are acknowledged, honored, and celebrated and everyone also works together for the good of the community as a whole. People can disagree with each other without fighting, yelling, or name-calling and are capable of engaging in civil discussions?

What is new and different at the school? What changes have been made?

- Consider your discovery theme areas: Classroom practices, School-wide initiatives, Curriculum/Instruction/Pedagogy, Leadership/People, Values and Aspirations, Community Actions, Communication, Structures (departments, positions, school groups), and Systems (rules, policies, procedures, methods of communication, etc).
- Consider our definitions of DEIJ and all major identity markers in your diversity wheel.

Teachers seek out opportunities to bring in first-person teachers who can share authentic experiences.

Teachers and school staff proactively reach out to students who do not fit "the mold" and support them. Not one meeting at the beginning of the school year. Active playground monitoring - who is walking around alone? Who is last to be picked? - Make it an expectation that students don't let people feel not included.

More character education in the curriculum starting at a young age.

More discussion on how to handle conflict and disagreements with others.

More discussions on how to come to a middle ground with people from different backgrounds.

Calling out racism, homophobia, etc.

Teachers and administrators often talk about why they are proud of diversity and the importance of students bringing their whole selves to school.

Curriculum has been updated to include the celebration of contributions of more diverse people.

Teachers and school staff proactively reach out to students who do not fit "the mold" and support them. Not one meeting at the beginning of the school year.

Active playground monitoring - who is walking around alone? Who is last to be picked? - Make it an expectation that students don't let people feel not included.

The most obvious difference is that in all areas of the school—students, staff, and administration—there are more people from different backgrounds; more people of color, maybe some teachers in wheelchairs or who are deaf, people in same-sex relationships are open about their families, etc. The curriculum regularly exposes kids to a wide variety of viewpoints and experiences, especially those that are most different from the majority of the community members. The libraries at all the schools have books by diverse authors, have diverse characters, and cover diverse topics. Students are expected to learn about and be proud of their community as well as the much larger world outside of Chagrin. Whenever possible people with different experiences are invited in to share their perspectives with students and staff. Staff members attend, actively seek out, and are regularly provided opportunities for training that will help them understand their own inherent biases, and learn how to best serve students with various needs and different backgrounds. Special needs students are embraced by their typical peers, fully integrated in all aspects of the schools, regularly engage with typical peers, and have more opportunities to publicly demonstrate their abilities. LGBTQ students and staff can speak openly about who they are without fear of retaliation from peers or teachers. Decisions are made based on the best interests of students rather than the concern that some parents might complain. There are clear behavior expectations for all members of the school community regarding respecting each other. Students are actively taught how to discuss difficult topics and engage in meaningful conversations with those they disagree with. Active listening is regularly practiced and it is made clear that disagreements are welcomed and expected but laughing at and discounting a person's experience because it differs from your own is not acceptable.

Notes:

?? Can parents better understand the superintendent hiring process, and communicating this vision for taking on this mission