

DIVERSITY, EQUITY,  
INCLUSION PLAN

**E2CCB**

**2023**

**Leveraging  
Our  
Strengths**



To Our E2CCB Community,

All individuals engage more fully and productively within their communities when they are valued for who they are. E2CCB aspires to be an organization that creates positive and inclusive academic and professional environments where every student and employee feels safe, included, welcomed, and accepted. We believe that all individuals should be empowered to be their authentic selves within our E2CCB community. Our Diversity, Equity, and Inclusion Plan reflects our commitment to operationalizing these beliefs.

The New York State Board of Regents' Call to Action, along the New York State Education Department's Culturally Responsive-Sustaining Education Framework, promotes equitable opportunities that help all children thrive. 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 plan we are putting forth will ensure we meet these expectations.

Now our work begins. It will take our collaborative and intentional efforts to meet the goals and objectives of the plan. I look forward to supporting our organization -- drawing upon our strengths and growing our abilities to support every student and staff member as they follow their own pathways to success.

Sincerely,



Dr. David O'Rourke  
District Superintendent and Chief Executive Officer



## Acknowledgements

Our plan is the result of the collaborative efforts of stakeholders from across the E2CCB district. We would like to thank and acknowledge the following stakeholders for their efforts and commitment to continuing to grow E2CCB's capacity to support and meet the needs of every student and staff member.

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# Goal 1: Structures to Support Diversity, Equity, and Inclusion

E2CCB will be a system whose structures and practices support the growth of our system’s capacity to value diversity, promote equity, and include every member.

**Objective 1:** Increase the structures and practices necessary to grow our system’s capacity to value diversity, promote equity, and include every member.

Action Steps	Key Person(s) Responsible	Timeline	Budget Implications	Measurement of Progress
1. Diversity, Equity, and Inclusion Advisory Council, made up of stakeholders from across the district, to provide feedback and shared decision making in relationship to the growth and forward movement of the Diversity, Equity, and Inclusion Plan	Associate Director of Diversity, Equity, and Inclusion	September 2023- Ongoing	Voluntary Basis	Associate Director of Diversity, Equity, and Inclusion maintenance of meeting agendas and notes
2. Establish Leaders for Equitable and Inclusive Environments to support the rollout of professional development around Diversity, Equity, and Inclusion at each site	Associate Director of Diversity, Equity, and Inclusion	By June 2024	Stipend for each member	Leaders for Equitable and Inclusive Environments: 1 staff representative from every site is established
3. Establish a SBLT Steering Committee to build the capacity of site based leaders to enhance the experiences of their students and staff	Associate Director of Diversity, Equity, and Inclusion, ISD	September 2023- Ongoing	N/A	SBLT Committee is in place and meet a minimum 2-3x per year
4. Establish a District Improvement Team composed of district leadership, Site Based Leadership, students, and parents to provide voice and agency to students and families in our policies and practices	Associate Director of Diversity, Equity, and Inclusion	September/ February Annually Begin 2024	N/A	The committee is established
5. Establish a Curriculum Committee composed of instructional staff and district leaders to enhance rigorous and inclusive curriculum	Associate Director of Diversity, Equity, and Inclusion	By June 2025	Stipend	The committee is established

## Goal 2: Welcoming and Affirming Environments

E2CCB will be an organization of welcoming and affirming environments where all cultural identities are represented and reflected in a safe space. Differences will be seen as strengths to be celebrated and nourished as a means for fostering progress and success.

**Objective 1:** Increase the percentage of students and staff who report that they feel safe in their identities, included, welcomed, and accepted and experience a sense of belonging.

Action Steps	Key Person(s) Responsible	Timeline	Budget implications	Measurement of Progress
1. Annually conduct a minimum of 5 student focus group interviews to garner feedback and input on creating welcoming and affirming environments	Associate Director of Diversity, Equity, and Inclusion	February - June Annually	N/A	Student completed Likert scale data show an increase of 2% each administration  2023-2024 will set a baseline.
2. Culture and climate surveys will be administered to students and staff biannually at each campus and reviewed in order to promote strengths and remedy weaknesses	ISS, Diversity, Equity, and Inclusion Advisory Committee	November and June Annually	Annual survey platform subscription	Increase positive results by 2% each administration  2023-2024 will set a baseline
3. Conduct equity walks at each E2CCB site and use the data collected to inform the creation of professional developments and site based supports	Site Based Leaders, Associate Director of Diversity, Equity, and Inclusion	By June 2025	N/A	Equity Walk data analysis will be evident in the outcomes of professional development

**Objective 2:** Increase the percentage of students attending school on a daily basis.

Action Steps	Key Person(s) Responsible	Timeline	Budget implications	Measurement of Progress
1. Identify campuses and programs whose students are experiencing chronic absenteeism. Develop a chronic absenteeism root cause analysis protocol for campuses to use	Leadership Team	By November 2023	N/A	The Leadership Team generated list Completed root cause analysis protocol
2. Identified campuses create an Absenteeism Committee	Relevant Site Based Leaders, Participant(s) from the Leadership Team	By December 2023	Teacher stipend for meetings beyond contractual hours	Site based principal or supervisor submitted list of participants for their committee
3. Conduct a root cause analysis to determine causes of absenteeism at each identified site and develop asset based action plan for increasing attendance	Absenteeism Committee	By February 2024	Teacher stipend for meetings beyond contractual hours	Site principal or supervisor submitted root cause analysis findings and asset based action plan

**Objective 3:** Ensure opportunities for school, office, and districtwide celebrations which nourish and celebrate different cultures.

Action Steps	Key Person(s) Responsible	Timeline	Budget implications	Measurement of Progress
1. Inventory of current celebrations/events that celebrate different cultures at each campus	SBLT, Associate Director of Diversity, Equity, and Inclusion	By June 2024	N/A	Inventory is submitted to Associate Director of Diversity, Equity, and Inclusion by May 31, 2024
2. Use the ISD Newsletter and Diversity, Equity, and Inclusion webpage as communication tools to promote and share practices	ISD Team, Associate Director of Diversity, Equity, and Inclusion	September 2023 - Ongoing	N/A	Newsletters communicate examples of cultural celebrations around the district

**Objective 4:** Ensure students, families, and staff of diverse roles and responsibilities as decision making partners and engaged stakeholders.

Action Steps	Key Person(s) Responsible	Timeline	Budget implications	Measurement of Progress
1. The District Improvement Team will meet 2 times per year and review current policies and practices	Associate Director of Diversity, Equity, and Inclusion, Leadership	First meeting February 2024	Volunteer basis	Meeting minutes demonstrate student and parent voice and agency opportunities
2. The Leadership Team will investigate and contract with a company for translation of materials and on demand translation in order to meet the communication needs of students who are English Language Learners	Associate Director of Diversity, Equity, and Inclusion, Leadership	By December 2023	Community Schools CoSer Programs pay for the service	Signed contract with the company
3. Revise enrollment materials that will identify families desiring translation and interpretation services to more fully support their engagement in the school community	Associate Director of Diversity, Equity, and Inclusion, Leadership	By February 2024	N/A	Feedback survey from families provided with materials

**Objective 5:** Decrease the disproportionality in discipline.

Action Steps	Key Person(s) Responsible	Timeline	Budget implications	Measurement of Progress
1. Site Based Leadership will analyze, and track discipline data with the support of the Associate Director of Diversity, Equity, and Inclusion and the Instructional Data Coach	Associate Director of Diversity, Equity, and Inclusion	January and July Annually	N/A	Baseline data will be established January 2024 and measurement will be determined at that time
2. The Staff and Curriculum Development Department will be trained to become Restorative Practice trainers, along with the trainers in Instructional Support Services, to support the district	Director of Staff and Curriculum	July 2023	\$750 per person	Completion of Training
3. Site Based Leadership Team (SBLT) introductory training on Restorative Practices	Assistant Superintendent of Curriculum and Instruction, L. Heeter	May 2023	Cost for trainer	Completion of Training
4. SBLT will have the opportunity to have their staff trained in Restorative Practices.	ISD, Associate Director of Diversity, Equity, and Inclusion	By July 2025	N/A	Completion of Training

**Objective 6:** Continue to incorporate and promote approaches which develop SEL competencies and skills, student voice, and strengthen student-educator relationships.

Action Steps	Key Person(s) Responsible	Timeline	Budget implications	Measurement of Progress
1. Social Emotional Learning (SEL) competency surveys will be administered to students biannually at each campus	Community Health Education Specialist, Site Based Leaders	Fall and Spring Annually	Cost of the survey	Increase positive results by 2% each administration
2. All E2CCB staff will be trained in Youth Mental Health First Aid training	Youth Mental Health Trainers, Director and Associate Director of Instructional Support Services	January 2024	Cost for training substitutes	All staff will have received a certificate of training completion
3. Provide all teachers and counselors with access to SEL lessons and strategies such as the Second Step Program and promote weekly teaching of lessons	Associate Director of Community & Whole Child Support Services, Teachers, Counselors	Ongoing	Second Step through the ISS Department	Increase positive results by 2% each administration

## Goal 3: Creating an Aware and Historically Conversant System

E2CCB officers and staff will be conversant in the current and historical injustices and inequalities that have shaped our society and recognize and work to eliminate the institutional barriers that contribute to the pervasive and dissimilar educational outcomes.

**Objective 1:** Ensure mandatory and voluntary opportunities for the Board and staff to continuously learn about current and historical injustices and inequalities and the ways in which implicit bias affects our interactions with others, as well as to gain tools for engaging in difficult conversations regarding how historical injustices impact our system today.

Action Steps	Key Person(s) Responsible	Timeline	Budget implications	Measurement of Progress
1. Develop a cohesive PD plan outlining a timeline and outcomes for professional development related to identity, culture, bias, historical inequities as well as for the topics of academic rigor and culturally responsive instruction	Associate Director of Diversity, Equity, and Inclusion, ISD	By November 2023	N/A	Completion of PD timeline <a href="#">Current PD Offerings</a>
2. Professional development on the topics of identity, culture, bias, and historical inequities will continue to be embedded into the 4 year PD plan for new teachers	Associate Director of Diversity, Equity, and Inclusion, the ISD Team	Dependent upon developed timeline (See Goals 3 and 5 Obj. 1 Action 1)	PD materials	Pre and post survey will demonstrate that 85% of participants gained knowledge and perspective through the PD
3. Professional development on the topics of identity, culture, bias, and historical inequities will be embedded in Superintendent's Conference Day SCD	Associate Director of Diversity, Equity, and Inclusion	ongoing	N/A	Pre and post survey will demonstrate that 85% of participants gained knowledge and perspective through the PD

4. Leaders for Equitable and Inclusive Environments/site based leaders will be trained in a series of turnkey training on identity, culture, bias, and historical inequities	Associate Director of Diversity, Equity, and Inclusion, ISD Team	Dependent upon developed timeline (See Goals 3 and 5 Obj. 1 Action 1)	Leaders for Equitable and Inclusive Environments receive stipend PD materials, potential speakers	Pre and post survey will demonstrate that 85% of participants gained knowledge and perspective through the PD
5. Leaders for Equitable and Inclusive Environments, with the support of their site based leaders, will provide training on identity, culture, bias, and historical inequities to all staff at their campus	Leaders for Equitable and Inclusive Environments, Site Based Leaders	Dependent upon developed timeline (See Goals 3 and 5 Obj. 1 Action 1)	Leaders for Equitable and Inclusive Environments receive stipend	Pre and post survey will demonstrate that 85% of participants gained knowledge and perspective through the PD
6. Develop and facilitate an annual Big Read experience related to the topics of identity, culture, bias, and historical inequities available to all staff	Associate Director of Diversity, Equity, and Inclusion	February-April Annually	PD materials, books for participants	Pre and post survey will demonstrate that 85% of participants gained knowledge and perspective through the PD
7. Provide ongoing live PD session opportunities	Associate Director of Diversity, Equity, and Inclusion	Ongoing	PD materials	Pre and post survey will demonstrate that 85% of participants gained knowledge and perspective through the PD
8. Maintain a repository of resources for staff to expand their learning	Associate Director of Diversity, Equity, and Inclusion, Directors and Associate Directors	Completed 2024 ongoing revisions and additions	N/A	Repository is maintained and current exit ticket
9. Provide professional development opportunities to E2CCB Board of Education members related to identity, culture, and bias as well as for the topics of academic rigor and culturally responsive instruction	Associate Director of Diversity, Equity, and Inclusion	Dependent upon developed timeline (See Goals 3 and 5 Obj. 1 Action 1)	N/A	Pre and post session surveys and feedback forms will demonstrate that 85% of participants gained knowledge and perspective through the PD

**Objective 2:** Foster a supportive organizational environment and ensure staff and students are equipped with the tools and mindset necessary to help counteract biases and practices that perpetuate disparities.

Action Steps	Key Person(s) Responsible	Timeline	Budget implications	Measurement of Progress
1. Leaders for Equitable and Inclusive Environments, Leadership, Site Based Leadership teams will receive turnkey training on why and how to counteract biased language	Associate Director of Diversity, Equity, and Inclusion, Director of Staff and Curriculum Development, Coordinator of Leadership, SBLT Steering	By August 2024	Leaders for Equitable and Inclusive Environments receive stipend  Training materials and posters for sites	Pre and post survey will demonstrate that 85% of participants gained knowledge and perspective through the PD  Completion of scheduled sessions
2. Leaders for Equitable and Inclusive Environments, with the support of their site based leader, will provide the turnkey training why and how to counteract biased language	Leaders for Equitable and Inclusive Environments, Site based leaders, Associate	By December 2024	Training materials	Pre and post survey will demonstrate that 85% of participants gained knowledge and perspective through the PD  Completion of scheduled sessions
3. Students will receive training on why and how to counteract biased language	Site based leaders, Leaders for Equitable and Inclusive Environments	By December 2025	Training materials	Google Sheet recording when students were trained at each site

## Goal 4: Inclusive Curriculum, Instruction and Extracurricular Opportunities

E2CCB curriculum, instruction, and extracurricular opportunities will elevate historically marginalized voices. They will provide the opportunity to learn about perspectives beyond one's own scope and work toward dismantling systems of biases and inequities.

**Objective 1:** Ensure students have access to, and engage with, age-appropriate curricular and extracurricular opportunities that highlight contributions of people from historically marginalized groups and people in non-congruent roles, including access and implementation of curricular texts and resources that are reflective of diverse identities.

Action Steps	Key Person(s) Responsible	Timeline	Budget implications	Measurement of Progress
1. Collaborate with industry partners to identify ways to highlight contributions of people from historically marginalized groups and people in non-congruent roles, including access and implementation of curricular texts and resources that are reflective of diverse identities	Associate Director of Diversity, Equity, and Inclusion	Ongoing	N/A	Connection to organizations are ongoing
2. Research and develop an equity curriculum audit tool to assess curriculum materials for inclusivity and bias	Associate Director of Diversity, Equity, and Inclusion	By August 2025	N/A	A tool is developed having been derived from research based sources
3. Inventory the extracurricular opportunities students have through Distance Learning, clubs, and guest speakers to identify areas of need and further opportunities.	Associate Director of Diversity, Equity, and Inclusion, Coordinator of Distance Learning, SBLT	By March 2024	N/A	Inventory Google Sheet Completed
4. Identify New York State Learning Standards where the contributions of people of diverse identities can be emphasized, especially those contributions that were made by individuals in non-congruent environments	Associate Director of Diversity, Equity, and Inclusion, Director of Staff and Curriculum Development, Curriculum Committee	By December 2025	Potential teacher stipend	The Curriculum Committee will turn in a Google Sheet identifying appropriate units of study connected to content

<p>5. Create a timeline for the development, purchase, or culling of learning opportunities and/or materials for teachers to embed in their instruction</p>	<p>Associate Director of Diversity, Equity, and Inclusion, Director of Staff and Curriculum Development, Director of Special Education, Director of CTE and Workforce Development</p>	<p>By May 2026</p>	<p>N/A</p>	<p>The timeline is developed and approved by the Associate Director of Curriculum and Instruction</p>
<p>6. Develop and/or select materials for purchase based on developed timeline</p>	<p>Associate Director of Diversity, Equity, and Inclusion, Curriculum Team,</p>	<p>Dependent upon developed timeline (Goal 4 Obj. 1 Action 4)</p>	<p>N/A</p>	<p>Curricular materials aligned to the Google Sheet are put in place according to the timeline</p>
<p>7. Provide professional development to staff on the instructional implementation of age-appropriate curricular topics and material that highlight contributions of people from historically marginalized groups and people in non-congruent roles, including access and implementation of curricular texts that are reflective of diverse identities</p>	<p>Associate Director of Diversity, Equity, and Inclusion, ISD</p>	<p>Beginning September 2026</p>	<p>N/A</p>	<p>Pre and post survey will demonstrate that 85% of participants gained knowledge and perspective through the PD</p>

**Objective 2:** School Library System and Media Services resource selections are driven by the instructional and enrichment needs of the component districts. E2CCB will continue to ensure access to the diverse and inclusive regional resources available through the School Library System and Media Services resources.

Action Steps	Key Person(s) Responsible	Timeline	Budget implications	Measurement of Progress
1. New resource updates will be shared in the monthly newsletter from School Library System and Media Services with all E2CCB staff	Coordinator of School Library System and Media Services	September 2023 - Ongoing	N/A	Newsletters are shared and are accessible to all staff
2. The Coordinator of School Library System and Media Services will continue to make the E2CCB staff aware of the available resources and how to access them by presenting at campuses upon site based leadership request	Coordinator of School Library System and Media Services, Site Based Leaders	Ongoing	N/A	All site based leadership requests for presentations are met
3. Information about School Library System and Media Services resources and how to access them will continue to be embedded into the onboarding program as well as the 4 year PD	Coordinator of School Library System and Media Services, ISD	Ongoing	N/A	School Library System and Media Services information is shared at each onboarding and during at least one 4 year PD session
4. Collaborate and coordinate with program staff to maximize the use of accessible resources	Coordinator of School Library System and Media Services, Teachers	Ongoing	N/A	Coordinator of School Library System and Media Services and colleagues communicate that they are accessible for collaboration in the newsletter and through 4 yr. PD
5. Support technical access to online portal for digital resources	Coordinator of School Library System and Media Services	Ongoing	N/A	Coordinator of School Library System and Media Services and colleagues are available to collaborate

## Goal 5: Rigorous and Accessible Curriculum and Instruction

E2CCB will provide students with accessible and rigorous curriculum and instruction that intellectually challenges them in light of their individual ways of learning. Students will be empowered to grow as independent learners with a positive self-image.

**Objective 1:** Ensure that every student has tools and support in order to access culturally responsive and rigorous instruction designed for their unique learning needs and which encourages them to believe in themselves as learners and promote a sense of academic and classroom belonging, perseverance, growth mindset, and academic relevancy.

Action Steps	Key Person(s) Responsible	Timeline	Budget implications	Measurement of Progress
1. Develop a cohesive PD plan outlining a timeline and goals and objectives for professional development related to culturally responsive teaching and Universal Design for Learning	Associate Director of Diversity, Equity, and Inclusion, Director of Staff and Curriculum Development, ISD	By November 2023	Training resources for Culturally Responsive	Completion of PD timeline
2. Conduct a Curriculum Audit to identify the instructional resources that instructional staff in each discipline currently have access to, identify inequities, and develop a plan to resolve resource inequities	Leadership Team, SBLT, ISS, ISD	Audit completion- June 2024, Plan for resolving inequities October 2024	Purchase of resources and licenses	Completed audit and identified purchases
3. Build Expanded Leadership and Leaders for Equitable and Inclusive Environments understanding of culturally responsive teaching and Universal Design for Learning practices	Associate Director of Diversity, Equity, and Inclusion Coordinator of Leadership, Professional Learning and Diversity, Equity, and Inclusion	Dependent upon developed timeline (See Goals 3 and 5 Obj. 1 Action 1)	Training resources for Culturally Responsive	Pre and post survey will demonstrate that 85% of participants gained knowledge and perspective through the PD
4. Students of two teachers per location will complete the Clifton Strengths survey and receive support to empower them to use their strengths for academic and social emotional growth	ISD, Associate Director of Diversity, Equity, and Inclusion	June 2024	Cost of survey licenses	Assess growth through student survey

**Objective 2:** Ensure the processes in place for supporting students with IEPs work to facilitate students becoming independent learners in the Least Restrictive Environment.

Action Steps	Key Person(s) Responsible	Timeline	Budget implications	Measurement of Progress
<p>1. Assess current practices of meeting the expectations and goals of the IEP as it pertains to personal and classroom aides and determine structures and practices that are needed to support student growth towards independence</p>	<p>Director and Associate Director of Special Education, Coordinator of Professional Learning and Diversity, Equity, and Inclusion, Associate Director of Diversity, Equity, and Inclusion</p>	<p>Processes in place June 2024</p>	<p>N/A</p>	<p>Tool will be developed</p>
<p>2. Provide professional learning to all staff working with students with IEPs on strategies for increasing independence including fading of supports</p>	<p>Director and Associate Director of Special Education, Coordinator of Professional Learning and Diversity, Equity, and Inclusion, Associate Director of Diversity, Equity, and Inclusion</p>	<p>January 2025</p>	<p>Substitute coverage</p>	<p>Use progress monitoring to determine growth toward IEP goals</p>

**Objective 3:** Ensure that E2CCB has structures and procedures in place to support students with disabilities having equitable access to CTE programs.

Action Steps	Key Person(s) Responsible	Timeline	Budget implications	Measurement of Progress
1. Analyze the process for enrolling and accepting students into CTE programs and embed tools into the process to ensure equitable access	Director and Associate Director of Special Education, Coordinator of Professional Learning and Diversity, Equity, and Inclusion, Associate Director of Diversity, Equity, and Inclusion	March 2024	N/A	Increased number of students enrolled in 2025-2026
2. Provide CTE staff with professional development on instructional strategies for supporting students with disabilities in a general education setting	ISD, Associate Director of Diversity, Equity, and Inclusion	Ongoing	N/A	Post survey

**Objective 4:** Ensure that E2CCB has structures and procedures in place to support technology access for all students at home and at school.

Action Steps	Key Person(s) Responsible	Timeline	Budget implications	Measurement of Progress
1. Gather information from student management systems regarding student digital equity by site	Site Based Leaders, Associate Director of Diversity, Equity, and Inclusion	Annually	N/A	Data will be sent to Associate Director of Diversity, Equity, and Inclusion
2. Expanded Leadership will analyze the data to provide site based leaders with an awareness to inform practices	ISS, ISD, Associate Director of Diversity Equity and Inclusion	Annually	N/A	Post survey