



Mamaroneck UFSD Equity In Education Multi-Year Strategic Plan



Welcome & Introductions

Jenny Rodriguez, Co-Chair (MHS)

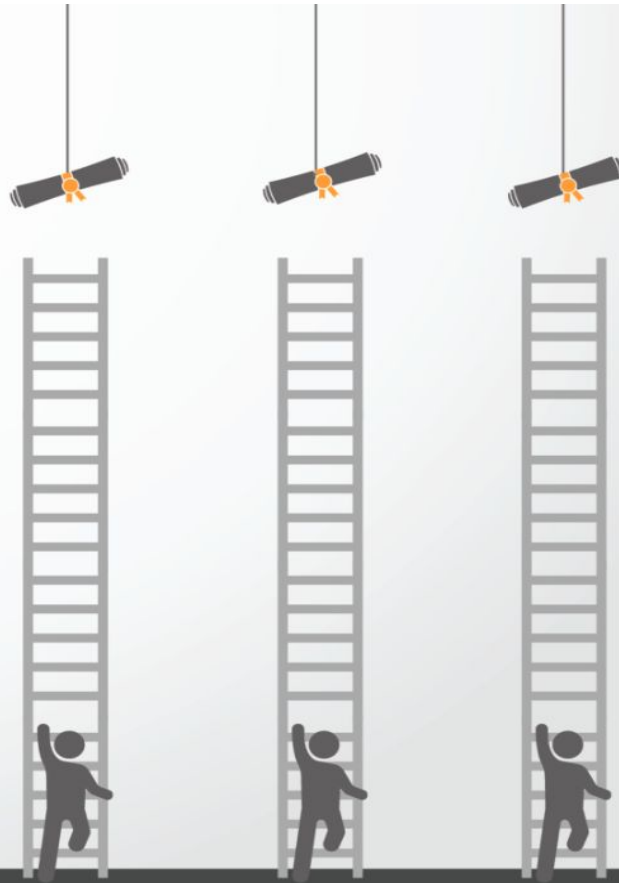
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Why Equity Matters

EQUALITY
imagines an
equal world.

*"I care about all
students equally"*

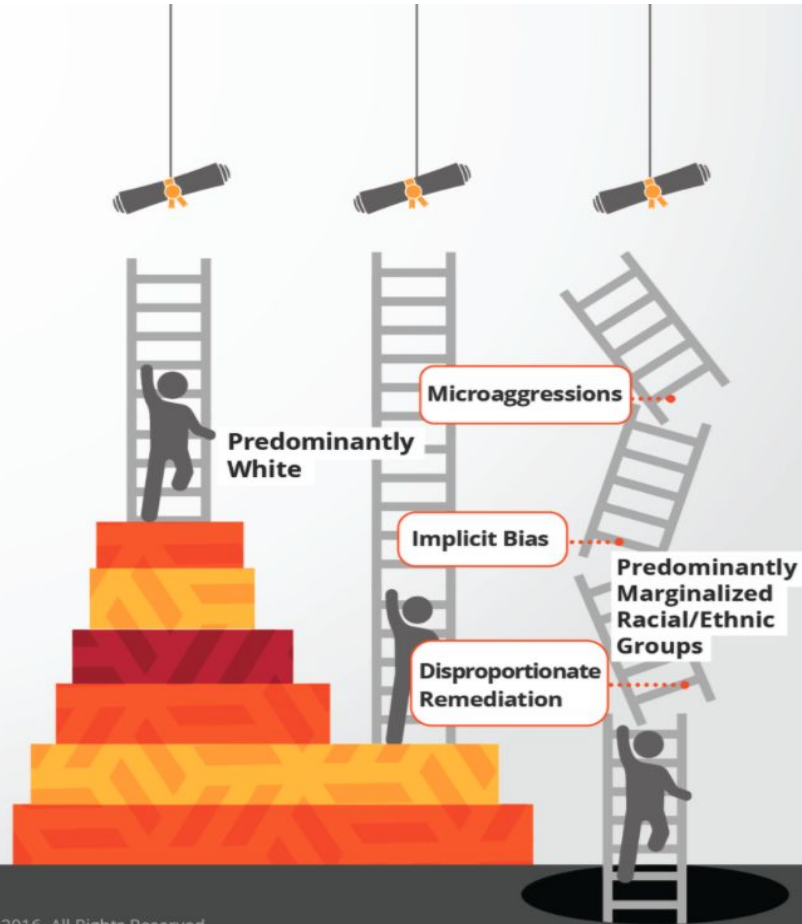


But the world
ISN'T EQUAL.



Many of our lower socioeconomic families do not have the financial means as other families.

And it has
**BIAS AND
SYSTEMIC
RACISM.**



Equitable outcomes refers to the concept that the district's goals should apply to all students. The means to these goals will vary as those students themselves vary. It means creating resources to meet the needs of ALL learners.



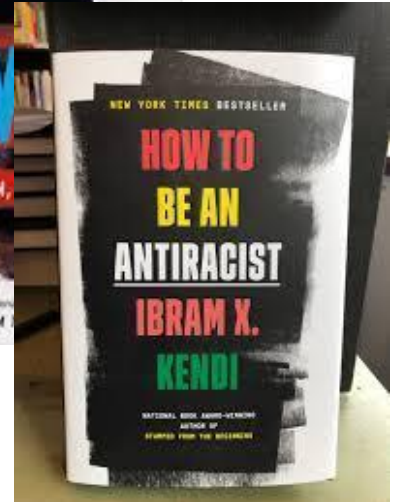
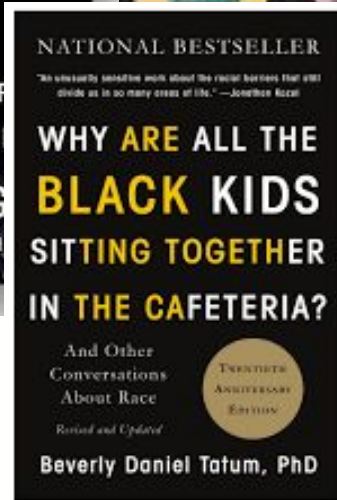
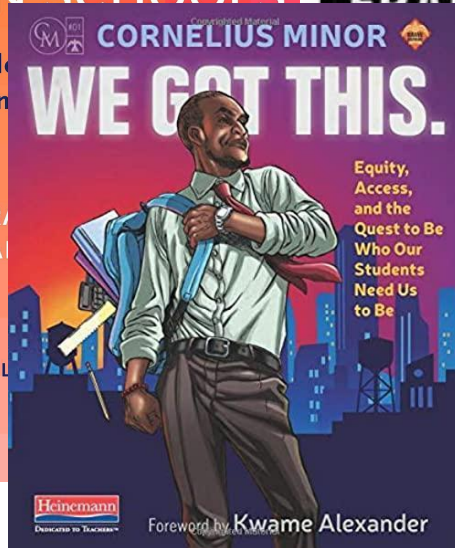
Building Racial Literacy

UNCONSCIOUS
BIAS
IN SCHOOLS

A Developmental
Exploration

TR
SA

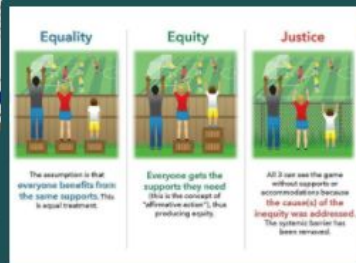
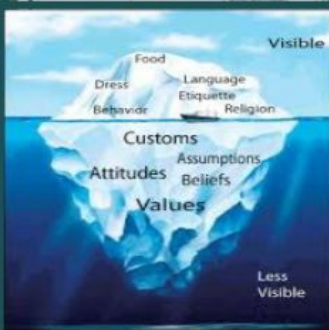
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Understanding Culture, Identity, and Bias

Reflections

Cultural Proficiency: The Continuum				
Cultural Obedience/Assimilation	Cultural Inequality	Cultural Blindness	Cultural Pre-Competence	Cultural Competence
Working to eliminate the influence of culture on all aspects of the school and its community until the community is not the dominant culture.	Understanding and acknowledging the influence of culture within the school community, working to ensure the influence of culture is not the dominant culture.	Not working to acknowledge the influence of culture within the school community, working to ensure the influence of culture is not the dominant culture.	Understanding the influence of culture within the school community, working to ensure the influence of culture is not the dominant culture.	Understanding the influence of culture within the school community, working to ensure the influence of culture is not the dominant culture.



Implicit bias

Expressed indirectly

Unaware of bias

Acts sub-consciously

— sitting further from a Latino than a white individual.





Mamaroneck District Equity Team and Plan

Notable Terms

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. Equity is a robust system and dynamic process that reinforces and replicates equitable ideas, power, resources, strategies, conditions, habits, and outcomes. **IT IS NOT A ZERO-SUM CONCEPT.**

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 and identity, socioeconomic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. Valuing and honoring diversity means we will explore these differences in a safe, positive, and nurturing environment. The goal is to understand each other and move beyond simple tolerance towards embracing and celebrating the rich dimensions of difference contained within everyone.

ANTIRACISM is constant, continuous action against individual behaviors, organizations, and systems that perpetuate racism. We use the term anti-racism rather than non-racist because non-racist implies neutrality; there is nothing in-between racism and anti-racism. According to Ibram X. Kendi, "The only way to undo racism is to consistently identify and describe it — and then dismantle it. Though we must first focus on anti-racism, we must also take into consideration all –isms (ableism, sexism, elitism, etc..) and dismantle barriers to increase equity.

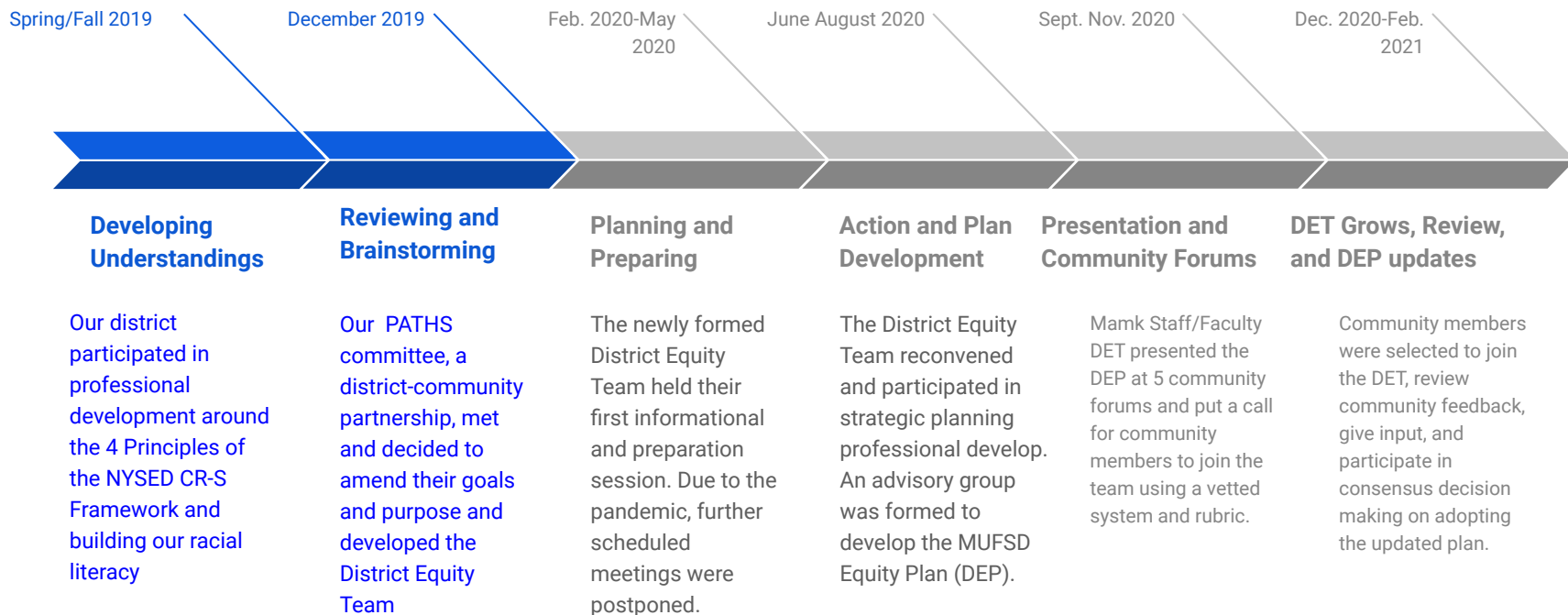
[\(Adapted from the NYSED Culturally Responsive-Sustaining Education \(CRSE\) Framework, 2018\)](#)

Priority Areas



1. Developing inclusive and anti-racist curriculum, instruction, and assessment K-12 (Principle #3)
2. Strengthening and creating opportunities, access, and educational quality for all students in our diverse community (Principle #2)
3. Prioritizing student and community input to dismantle inequitable policies and reframe for equity (Principle #3)

What was our process to develop an action oriented and sustaining Equity Team?



The Mission

The mission of the Mamaroneck District Equity Team is to identify, acknowledge, and dismantle the systemic barriers that prevent equity and access for all students by creating and implementing a sustainable plan for equitable opportunities and outcomes for all.

The Priority Areas

(Adopted from the NYS Culturally Responsive-Sustaining Educational Framework)

- 1. Developing inclusive and anti-racist curriculum, instruction, and assessment K-12.**
- 2. Strengthening and creating opportunities, access, and educational quality for all students in our diverse community.**
- 3. Prioritizing student and community input to dismantle inequitable policies and reframing for equity.**

Sample from the Equity Plan

Priority Area #1: Developing inclusive and antiracist curriculum, instruction, and assessment K-12
(adapted from the [CRSE Framework Principle #3](#) pgs. 34, 39)

Goals:

1. Conduct K-12 inclusive curriculum and assessment audit(s) with a focus on diversity, racial literacy, equity, and social justice. Additionally, conduct audit(s) of “hidden curriculum” such as school spaces, courses, programs, traditions, libraries, artwork, murals that go beyond what’s explicitly taught.
2. Provide all staff with professional development on culturally responsive pedagogy and inclusive practices that affirm and support the diverse identities and experiences of our students.
3. Empower students, particularly Black, Indigenous, People of Color (BIPOC) students, to be co-creators of school curriculum. Center their voices and experiences through focus groups, surveys, and interviews; provide continuous space and time for students to share their classroom experiences and provide feedback, input, and suggestions for a more representative, relevant, and just curriculum.
4. Create K-12 content leadership team(s) to research, develop, and enact antiracist and social justice curriculum. Create opportunities for teachers to plan within and across curriculum areas to support this work in the classroom.
5. Identify and support educators who are implementing strong culturally responsive and equity strategies within their classrooms and create ways for them to serve as teacher leaders.

How is the Work/Action area of the DEP organized?

Priority Area #3: Embedding community reflection and input to dismantle inequitable policies and reframing for equity

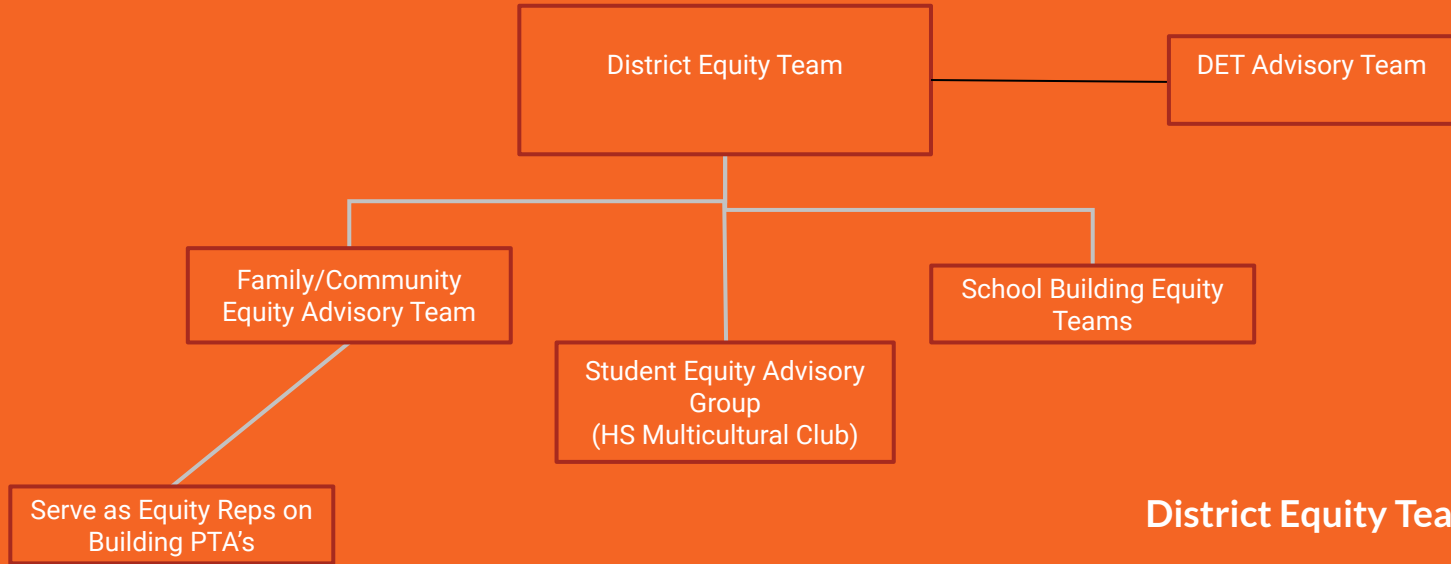
1. Partner and engage community organizations and members in the work of the District Equity Team. (i.e. parents, students, Community Resource Center, Larchmont-Mamaroneck RADAR, faith organizations, alumni, community advocates, and police departments)
2. Partner with the Board of Education's Policy Committee to review and revise the District Code of Conduct to include antiracist and equitable practices.
3. Establish a policy that assigns K - 5 students to elementary schools based on an equitable and inclusionary model (representative of the community's diversity) not designated by geographical locations (neighborhoods).
4. Create District regulations that ensure all stakeholder groups are equally represented (culturally and linguistically) in district communications, signage, publications and modalities.

A goal from one of the priority areas is selected

Goal	Steps to Implement	Stakeholder Group (who will be impacted?)	Timeline	Collaborators to achieve goal and resources	Evaluation/Check-in
Partner and engage community organizations and members in the work of the District Equity Team. (e.g. parents, students, Community Resource Center, Larchmont-Mamaroneck RADAR, faith organizations, alumni, community advocates, and police departments)	<ol style="list-style-type: none"> 1. Share the final draft version of the Mamaroneck Equity in Education Policy at organized community forums (virtually) for comments 2. Send an interest survey and application to community members, municipalities, and 	All stakeholders	<p>October 2020</p> <p>-share the draft at community forums</p> <p>-send an interest survey and application to the community for partner</p> <p>December 2020</p> <p>-first community-district equity meeting,</p>		<p>October 2020</p> <p>-draft shared and community forums</p> <p>December 2020</p> <p>-first community-district equity team meeting held</p>

Next, steps to implement this goal are clearly outlined, including stakeholders, a timeline, collaborators, and a check-in/evaluation

District Equity Team Flow Chart



District Equity Team

Current Members (at least one Teacher and an administrator from each building)
3 to 4 Community Organizations and Alumni
3 to 4 Parent Representatives
2 Student Representatives

District Equity Team Update

- DET includes 64 stakeholders:
 - 28 Community stakeholders
 - 17 parent/family representatives
 - 8 Community organizations (One Mamaroneck, RADAR, CURE, Human Rights Committee, Community Resource Center, SEPTA, Padres Unidos, Faith Based Organization)
 - 3 alumni
 - 34 staff/faculty/BOE liaison
 - 2 student representatives

(List of members will be posted on the website)

- The DET Plan is multi-year work plan that can be updated and amended as needed.
- The DET selected goals for year one (January 2021- June 2021) which will be posted on the District website.
- Work plan for year two will be released on or around July 2021.

Main updates to the Plan:

1. Explicit reference to race and ethnic-based anti-bullying policy in the update of the district code of conduct.
2. Including an external equity auditor in the DEP to conduct a needs assessment and provide guidance for next steps.
3. Revisiting the Enrollment Task Force findings for further Board and community discussions.
4. Revised year one work plan.

Next Steps

Workshop: Developing an Equity Lens to Impact our School Systems

for Board of Education , PT Council, and DET

March 11, 2021

6:00 PM to 8:00 PM

**Workshop: Understanding Bias, Microaggressions, Their Impacts and How to
Combat Them**

for Community and Staff

March 25, 2021

6:00 PM to 8:00 PM

(Spanish-speaking only workshop TBA)