

MAMARONECK SCHOOLS

District Equity Plan (DEP) & 2022-2023 Strategic Plan

The mission of the 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.

Goals are updated to reflect progress made. The year's goals are **bolded and italicized** under each Priority Area.

PRIORITY AREA 1

Developing inclusive and antiracist curriculum, instruction, and assessment K-12
(Adapted from the CRSE Framework Principle #3 pages 34, 39)

GOALS

- 1. Conduct a K-12 curriculum and assessment audit with a focus on diversity, equity, and inclusivity (e.g., racial literacy, anti-racist mindsets, and social justice). Additionally, an audit of the "hidden curriculum" which can include school spaces, course offerings, and programs.***
- 2. Provide all faculty and 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 all students, particularly Black, Indigenous, and Students of Color, to be co-creators/designers of curriculum material by centering their voices through focus groups, surveys, and interviews and providing continuous space and time for students to share their experiences, feedback, input, and suggestions for a more representative, relevant, and just curriculum.***
4. Create K-12 content leadership team(s) to research, to develop/adopt, and to enact anti-racist and social justice curriculum. This would include creating opportunities for educators 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.***

PRIORITY AREA 2

Strengthening and creating opportunities, access, and educational quality for all students in our diverse community
(Adapted from the CR-S Framework Principle #2 pages 34, 39)

GOALS

- 1. Collect and review various forms of data (e.g., academic, disciplinary, attendance, advanced courses, surveys, etc.) and analyze for any inequities and/or opportunity gaps. Identify and acknowledge these areas in conjunction with an external equity auditor.***
- 2. Support building-level advisory programs for all students (K-12) to promote social-emotional learning, anti-racist mindsets, and foster an inclusive learning environment in person and remotely.***

3. Enhance academic support system and an active recruitment process to diversify student enrollment into rigorous academic courses (e.g., 8th grade accelerated Algebra I Regents course, Advanced Placement courses, etc.) for college and career readiness for all. (updated 8/22)
4. Enhance a K-12 Restorative Practice and implement and support to build a collective school community.

PRIORITY AREA 3

Prioritizing student and community input to dismantle inequitable policies and reframing for equity (Adapted from the CRSE Framework Principle #1 pages 32, 33, 38)

GOALS

1. **Partner with and engage community organizations in the work of the District Equity Team (e.g., Community Resource Center, Larchmont-Mamaroneck RADAR, Faith-based organizations, Alumni, Community Advocates, etc.).**
2. **Work in collaboration with the Board Policy Committee, community members and District Equity Team to review and redefine policies based on antiracist mindsets and viewed through an equity lens. (e.g., District Code of Conduct, transportation policy, professional Code of Conduct, school safety code, attendance policy, job postings/recruitment of staff/hiring/interview procedures, new staff mentoring, new teacher orientation, professional programs).**
3. Revisit the District Enrollment Task Force findings and collaborate with the community to establish a district 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 in District communications, publications, and modalities (virtually and in person).**
5. Honor the diversity of our school community by providing and supporting programs, experiences, and opportunities that are reflective of all students and families. This would include community educational forums on diversity, equity, and inclusion.
6. **Create safe and braving spaces by partnering with and/or creating affinity organizations for Black, Indigenous, People of Color staff and students (e.g., WABSE, 100 Hispanic Women of Westchester, NYSED My Brother's Keeper Program, etc).**

Notable Abbreviations & Terms

ASA - Administrator on Special Assignment
 BOE - Board of Education
 BPC - Board Policy Committee
 DEC - District Equity Coordinator
 DEI - Diversity, Equity, & Inclusion

DEIB - Diversity, Equity, Inclusion, & Belonging
 DEP - District Equity Plan
 DET - District Equity Team
 MEEL - Mamaroneck Equity in Education Leader
 PD - Professional Development

MAMARONECK SCHOOLS

The 2022-2023 Strategic Plan

PRIORITY AREA 1

PRIORITY AREA 1

Developing inclusive and antiracist curriculum, instruction, and assessment K-12.

GOAL 2

Provide all faculty and staff with professional development on culturally responsive pedagogy and inclusive practices that affirm and support the diverse identities and experiences of our students.

Steps To Implement	Stakeholder Group Impacted	Timeline	Collaborators to Achieve Goal / Resources Needed	Evaluation / Check-In
<p>1. Mamaroneck Equity in Education Leaders (MEELs) will form building-level equity teams that will assist in facilitating building-wide professional development (PD).</p>	<p>Building Administrators, Mamaroneck Equity in Education Leaders (MEELs), Department Chairs, Building-Level Equity Team Members, Faculty, and Support Staff</p>	<p>Oct 2022 Form Building-Level Equity Teams</p> <p>Collaborate to create schedule of PD offerings for at least two faculty meetings</p> <p>Apr 2023 MEELs collaborate to create and disseminate surveys to faculty for feedback on PDs offered</p> <p>May 2023 MEELs collaborate to discuss findings as well as possible adjustments to be made for the 2023-24 school year</p>	<p>Building Administrators, MEELs, and faculty</p>	<p>Nov 2022 Record/submit names and contact information for all members</p> <p>Record/submit schedule of at least two PD offerings</p> <p>Apr 2023 Work with Equity Coordinator and DET Co-Chairs to finalize survey</p> <p>May 2023 Present findings and suggested adjustments for the 2023-34 school year at final DET meeting</p>

Steps To Implement	Stakeholder Group Impacted	Timeline	Collaborators to Achieve Goal / Resources Needed	Evaluation / Check-In
<p>2. MEELs will collaborate with building-level equity team members to share resources, strategies, etc., to be included in presentations made at faculty meetings, and made available on the faculty Google Classrooms.</p>	<p>Building Administrators Mamaroneck Equity in Education Leaders (MEELs), Faculty</p>	<p>Oct 2022 MEELs granted “teacher” role on faculty’s Google Classrooms</p> <p>MEELs create the following topics: “DEIB Resources” (Diversity, Equity, Inclusion, and Belonging) Resources,” and “DEIB Learning Opportunities”</p> <p>Oct 2022 - May 2023 MEELs and equity team members seek out and post opportunities on Google Classroom</p> <p>MEELs post presentations made at faculty meetings</p>	<p>Building Administrators, Department Chairs, Building-Level Equity Team Members</p>	<p>Nov 2022 - May 2023 Discuss PD opportunities at monthly MEEL meetings</p> <p>Create a District-wide survey for faculty and staff who attended DEIB-focused workshops/PD</p>
<p>3. Equip and empower members of the building-level equity teams to implement and support school-wide equity and belonging-based initiatives.</p> <p>a. MEELs will co-chair their building equity teams alongside their principals and share strategies learned from the book study.</p>	<p>Faculty, Support Staff, Students</p>	<p>Sep 2022 Create a MEELs meeting schedule</p> <p>Create a schedule DET Co-Chair creates a plan to lead MEELs through the texts and related exercises</p> <p>Oct 2022 DET Co-Chair creates schedule of release time for MEELs (once every six weeks)</p> <p>Oct 2022 - May 2023 Consult with building administrators around PD material approval and</p>	<p>Building Administrators, Department Chairs, MEELs, Faculty, Support Staff, Building-Level Equity Team Members, DET Co-Chairs, Equity Coordinator</p>	<p>Sep 2022 A monthly meeting schedule is created and shared</p> <p>Oct 2022 DET Co-Chair shares the release time schedule with Equity Coordinator</p> <p>Oct 2022 - May 2023 Maintain records of presentations made at faculty meetings and in other settings</p>

		<p>execution</p> <p>Present PDs at faculty meetings/other settings</p>		
Steps To Implement	Stakeholder Group Impacted	Timeline	Collaborators to Achieve Goal / Resources Needed	Evaluation / Check-In
<p>4. Per equity auditor recommendation, improve the District's leadership structure around educational equity</p>	<p>Superintendent, Assistant Superintendents, Administrator on Special Assignment (ASA), District Equity Coordinator (DEC), DET Co-Chairs, Mamaroneck Equity in Education Leaders (MEELs)</p>	<p>Sep 2022 Appoint an ASA to focus on DEIB Districtwide</p> <p>The ASA collaborates with the Equity Coordinator to create a schedule to meet with the superintendent on a weekly basis</p> <p>Equity Coordinator and the ASA meet weekly</p> <p>Equity Coordinator and the ASA consult with Central Administrators on a monthly basis</p> <p>Oct 2022 Invite building administrators and Board Members to attend and participate at DET meetings on a rotational basis. Building administrators will coordinate attendance with the MEELs assigned to their building</p> <p>Nov 2022 Review the job descriptions and stipends for the DEC, MEELs, and DET Co-Chairs</p>	<p>Superintendent, Assistant Superintendents, the ASA, Building Administrators, DEC, and DET Co-Chairs</p>	<p>Oct 2022 MEELs and building administrators submit schedules/plans to attend DET meetings</p> <p>Board of Education Liaison collaborates with the Board of Education to create and share schedule for attending DET meetings</p> <p>Discuss the role of the ASA, the duties involved, and the path forward</p> <p>May 2023 Post revised openings for DET Co-Chairs, MEELs, and other roles (if applicable)</p> <p>Draft of the Strategic Plan presented to the DET for feedback</p> <p>Jun 2023 Interview applicants for each role and make recommendations for Board of Education approval</p> <p>The Strategic Plan is</p>

		<p>April 2023 Review and revise the roles of the DET Co-Chairs</p> <p>May 2023 Central Administrators, the ASA, Equity Coordinator, DET Co-Chairs collaborate to create the Strategic Plan for the upcoming year</p>		finalized and shared
Steps To Implement	Stakeholder Group Impacted	Timeline	Collaborators to Achieve Goal / Resources Needed	Evaluation / Check-In
5. The Superintendent, Central Administrators, and the ASA, DEI-focused presentations at Administration Council meetings at least twice per year.	Superintendent, Central Administrators, Building Administrators, Coordinators, Directors, District Equity Coordinator, DET Co-Chairs, and MEELs.	<p>MEETING DATES BASED ON COLLABORATION WITH COBB, KROWNAPPLE & ASSOCIATES</p> <p>Create a meeting agenda that focuses on the Building Admin-MEEL relationship, on the year's Strategic Plan, and on <i>Belonging Through a Culture of Dignity</i>.</p>	Superintendent, Central Administrators, District Equity Coordinator, Administrator on Special Assignment, DET Co-Chair, and MEELs.	<p>DATES TO BE DETERMINED</p> <p>Administrators (including coordinators, directors, et al) record ways in which DEI is incorporated in their day to day practice and the support they need.</p> <p>Administrators (including coordinators, directors, et al) discuss and record the impact of their DEI practice. What has improved? What practices still need to be adjusted?</p> <p>What resources are needed to ensure stakeholders sense of belonging?</p> <p>What strategies can be implemented to continue the pursuit of equity and <i>belonging</i>?</p>

Steps To Implement	Stakeholder Group Impacted	Timeline	Collaborators to Achieve Goal / Resources Needed	Evaluation / Check-In
<p>6. Conduct a K-12 curriculum and assessment audit with a focus on diversity, equity, and inclusivity (e.g., racial literacy, antiracist mindsets, and social justice). Additionally, an audit of the “hidden curriculum” which can include school spaces, course offerings, and programs.</p>	<p>Building Administrators, Faculty, Staff, Students, and Families</p>	<p>Sep 2022 - May 2023 Schedule a follow-up meeting with stakeholders already involved in the process (Social Studies department heads, coordinators, directors, et al.) and include other necessary faculty</p> <p>Secondary Social Studies incorporate units created in the 2021-22 school year</p> <p>Decide subject area to assess in the 2022-23 school year</p> <p>Introduce Facing History and Ourselves curriculum at Hommocks Middle School.</p>	<p>Assistant Superintendent of Instruction, Center for Professional Education of Faculty, (CPET - Columbia University)</p>	<p>Jan 2023 Share evidence of progress towards an inclusive and empowering curriculum in Social Studies as well as other subject area/s selected</p> <p>Memorialize the process of this new subject area and provide next steps</p> <p>April 2023 Solicit and share student and teacher feedback on their experience with the updated curriculum</p> <p>Solicit and share teacher feedback on their experience with the updating the curriculum (new subject area)</p> <p>May 2023 Provide updates outlining successes and challenges involved in the process including next steps for the upcoming year</p>

Steps To Implement	Stakeholder Group Impacted	Timeline	Collaborators to Achieve Goal / Resources Needed	Evaluation / Check-In
<p>7. Retain the services on Dr. Floyd Cobb, John Krownapple and Associates to provide professional consultation focused on District employees of all kinds</p>	<p>Board of Education (BOE) Members and all District employees</p>	<p>Oct 2022 Collaborate with the Central Administrators and the ASA to create an agenda for Nov 2022 Supt. Conference Day</p> <p>Nov 2022 Introduce the concept of “Belonging” along with authors Dr. Floyd Cobb and John Krownapple (keynote speaker/s) at Superintendent’s Conference Day</p> <p>Faculty & Staff surveys focused on <i>belonging</i> disseminated</p> <p>Dec 2022 Cobb, Krownapple and Associates disaggregate staff survey data and create an action plan based on data</p> <p>Feb 2023 Conduct student surveys focused on <i>belonging</i>. Compare employee and student data Consultants create action plan to address concerns</p> <p>Mar 2023 Present survey data at Superintendent’s Conference Day and discuss the plan to address survey findings</p>	<p>BOE Members, Superintendent, Assistant Sups., Building Administrators, the ASA, MEELs</p>	<p>Oct 2022 Superintendent informs MAMK community of the goal for retaining the consultants</p> <p>January 2023 Share findings from the faculty & staff and action plan with Board of Education, Central & Building Administration, faculty & staff, families/community</p> <p>Mar 2023 Share student survey findings and action plan with Board of Education, Central & Building Administration, faculty & staff, families/community</p> <p>Apr 2023 Seek and share feedback on the anticipated efficacy of the plan shared</p>

PRIORITY AREA 2

PRIORITY AREA 2

Strengthening and creating opportunities, access, and educational quality for all students in our diverse community.

GOAL 1

Collect and review various forms of data (e.g., academic, disciplinary, attendance, advanced courses, surveys, etc.) and analyze for any inequities and/or opportunity gaps. Identify and acknowledge these areas in conjunction with an external equity auditor.

Steps To Implement	Stakeholder Group Impacted	Timeline	Collaborators to Achieve Goal / Resources Needed	Evaluation / Check-In
<p>1. Per equity auditor recommendation, provide information and meaningful support to students and families of color. For example, create parent affinity groups.</p>	<p>Students and families</p>	<p>Oct 2022 - Nov 2022 Research successful models and plan parent outreach</p> <p>Dec 2022 Schedule meetings with all elementary parents, HMX parents, and MHS parents separately. Include families who have adopted children of color.</p> <p>Jan 2023 - Jun 2023 Meet as scheduled and provide support focusing on opportunities, access, social-emotional, etc.</p>	<p>The ASA, Superintendent, DEC, DET Co-Chairs, MEELs, Building Administrators.</p>	<p>Nov 2022 Share the goals and plans for parent affinity groups</p> <p>Dec 2022 Maintain attendance logs, meeting agendas, and notes</p> <p>April 2023 Assess success of affinity programs through family surveys</p> <p>May 2023 Share results and next steps with Central Administrators and DET</p>

Goal 2

Support building level advisory programs for all students (K-12) to promote social-emotional learning, anti-racist mindsets, and foster an inclusive learning environment in person and remotely.

Steps To Implement	Stakeholder Group Impacted	Timeline	Collaborators to Achieve Goal / Resources Needed	Evaluation / Check-In
<p>1. Revamp the MHS Advisory Program and implement the new curriculum</p>	<p>MHS Building Administrators, Faculty, Support Staff, Students</p>	<p>Sep 2022 - Dec 2022 Create a team that includes MHS MEELs and educators of all kinds to assess the previous year's program. Research successful secondary advisory models. Begin to plan for the 2023-24 school year</p> <p>Feb 2023 Present plan to guidance counselors and seek feedback</p> <p>Apr 2023 Consider guidance counselor and faculty feedback and finalize plans for upcoming school year</p> <p>May 2023 Make final presentation to faculty and staff</p>	<p>Building Administrators, Advisory Organizers, MHS MEELs, Faculty, and Support Staff</p>	<p>Jan 2023 Provide update of progress of plans</p> <p>Mar 2023 Present plans for the upcoming year to faculty for feedback</p> <p>May 2023 Share plans for approval Share plans with educators of kinds and families</p>

Steps To Implement	Stakeholder Group Impacted	Timeline	Collaborators to Achieve Goal / Resources Needed	Evaluation / Check-In
<p>2. Create a glossary of terms related to Diversity, Equity, Inclusion, and Belonging (DEIB) and include examples of each. Be sure to include positive terms as well such as, <i>inclusion</i>, <i>belonging</i>, etc.</p>	<p>All stakeholders</p>	<p>Nov 2022 - Feb 2023 Collaborate with Asst. Sup. for Curriculum and Instruction to expand an already-created glossary</p> <p>Research and record other definitions from reputable sources and include translation</p> <p>Feb 2023 Post the glossary in the Equity section on the District website</p> <p>Mar 2023 - May 2023 Update glossary as needed</p>	<p>Asst. Sup. for Curriculum and Instruction, MEELs, Building-Level Equity Team Members, Equity Coordinator, DET Co-Chairs</p>	<p>Jan 2023 Glossary shared with DET for discussion and feedback</p> <p>Feb 2023 Glossary translated for posting on District website and made accessible to all stakeholders</p> <p>May 2023 Summarize the update made and highlight key amendments</p>
Steps To Implement	Stakeholder Group Impacted	Timeline	Collaborators to Achieve Goal / Resources Needed	Evaluation / Check-In
<p>3. Provide safe space opportunities for faculty to reflect on their own implicit biases, how they may impact the school community, and provide Anti Bias and Anti Racist (ABAR) strategies to address them.</p>	<p>Building Administrators, Faculty, Support Staff, and Students</p>	<p>Oct 2022 MEELs and Building-Level Equity Teams facilitate regular meetings (book clubs and other safe spaces) for faculty.</p> <p>Texts, articles, or other resources for study curated Post on a Google Classroom if necessary</p>	<p>Building Administrators, MEELs, Building-Level Equity Team Members</p>	<p>Nov 2022 Share meeting schedules, texts, artifacts for discussion</p> <p>Nov 2022 - May 2023 Building-Level Equity Teams and faculty meet as scheduled</p> <p>May 2023 Survey faculty/attendees for</p>

		<p>Nov 2022 - May 2023 Meet with educators of all kinds in various educational spaces to facilitate discussions around texts, articles, and the like</p>		<p>feedback. What changes have they made to their pedagogy? How has being a part of these spaces influenced/changed their thinking? What are their personal/professional next steps toward DEIB work?</p>
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PRIORITY AREA 3

PRIORITY AREA 3

Embedding community reflection and input to dismantle inequitable policies and reframing for equity.

GOAL 1

Partner with and engage community organizations in the work of the District Equity Team. (e.g., parents, students, Community Resource Center, Larchmont-Mamaroneck RADAR, Faith-based organizations, alumni, community advocates, and youth police officers).

Steps To Implement	Stakeholder Group Impacted	Timeline	Collaborators to Achieve Goal / Resources Needed	Evaluation / Check-In
<p>1. The DET will brainstorm and facilitate community-wide event(s) that support ongoing learning around Diversity, Equity, Inclusion, and Belonging.</p>	<p>Community Stakeholders</p>	<p>Oct 2022 Discuss feedback from the 2021 Ongoing Learning Committee's survey to inform planning supporting district-wide events.</p> <p>Incorporate new ideas from community organizations and other DET members when planning community events</p>	<p>Community Organizations, ASA, DEC, DET Co-Chairs, DET Community Members,</p>	<p>Dec 2022 Community organizations present to and finalize plans with the DET</p> <p>Jan 2023 - May 2023 Community-wide events facilitated by community organizations</p>

		<p>Oct 2022 - Nov 2022 DET Community Organizations select/suggest possible events to sponsor and lead a planning session. DET members provide support based on interest. Teams meet on their own to solidify plans; set dates for events, confirm target stakeholder groups, identify resources needed, agree on focus topics, etc.</p> <p>Dec 2022 Confirm events to be sponsored by community organizations represented on the DET.</p>		<p>Dec 2022 Finalize plans for events. Seek additional support if necessary. Begin to advertise through the District and other media.</p> <p>Jan 2023 - May 2023 Facilitate events Seek feedback from stakeholders to assess effectiveness DET engages in self-reflection and adjustments for future events</p>
Steps To Implement	Stakeholder Group Impacted	Timeline	Collaborators to Achieve Goal / Resources Needed	Evaluation / Check-In
2. Edit and disseminate DET Membership Applications	Community stakeholders	<p>Jun 2023 DET Application sent to families, past DET members, District Staff, and posted on District website</p> <p>Superintendent encourages community organizations (STEM Alliance, Interfaith Council, Community Resource Center, Police Departments, PTA, etc.) to apply</p> <p>Notify advisors of the MHS Multicultural Student Union and other Student Affinity Groups that student representation is crucial at DET meetings</p> <p>Aug 2023</p>		<p>Jun 2023 Report the number of applications received prior to summer break</p> <p>Sep 2023 Provide a progress report to the Superintendent, Assist. Superintendents, and ASA</p> <p>New and continuing DET members were notified and the meeting schedule shared.</p>

		<p>Resend DET application</p> <p>Sep 2023 Send final reminder to apply</p> <p>Gather a team comprised of MEELs and DET Co-chair to peruse applications anonymously</p> <p>Respond to all applicants in time for the first DET meeting of the year</p>		
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GOAL 2

Partner with the Board Policy Committee, community members, and District Equity Team to review and revise the District Code of Conduct to include antiracist mindsets and an equity lens (this includes creating a racial and ethnic-based anti-bullying policy). To be approved and adopted by the Board by June 2022.

Steps To Implement	Stakeholder Group Impacted	Timeline	Collaborators to Achieve Goal / Resources Needed	Evaluation / Check-In
<p>1. The Superintendent will collaborate with the Assistant Superintendent for Human Resources, Administrator on Special Assignment (ASA), the Board of Education Liaison, and Board Policy Committee to review/create District policies using an equity lens and make suggestions to be adopted at the close of the 2022-23 school year. The area to be addressed is Human Resources (HR) recruitment, interview process, & retention practices.</p>	<p>Faculty, Staff, Students, and Families</p>	<p>Oct 2022 The Superintendent, Assistant Superintendent for Human Resources, and the Board of Education Liaison discuss HR recruitment, interview process, and retention practices</p> <p>Nov 2022 Research best practices employed by regional and other school districts</p> <p>Jan 2023 The Superintendent, Board of Education Liaison, and the ASA</p>	<p>BOE, BOE Policy Committee, BOE Liaison, Superintendent, Assistant Superintendents, the ASA</p>	<p>Nov 2022 Share the policy to be reviewed/updated with the Board of Education, faculty & staff, and the DET</p> <p>Feb 2023 Progress shared with DET Draft of policy reviewed and refined</p> <p>Mar 2023 Final draft discussed among Superintendent,</p>

		<p>share research data/information</p> <p>Feb 2023 Draft developed and shared with Board of Education policy committee, Superintendent, Assistant Superintendent for HR, ASA, DEC, DET Co-Chairs</p> <p>May 2023 Present draft to the BOE for adoption</p>		<p>Assistant Superintendent for HR, ASA, DEC, DET Co-Chairs.</p> <p>Apr 2023 Final draft shared with DET for feedback</p>
Steps To Implement	Stakeholder Group Impacted	Timeline	Collaborators to Achieve Goal / Resources Needed	Evaluation / Check-In
<p>2. The superintendent will collaborate with the Board of Education Liaison and Board Policy Committee to review/create District policies using an equity lens and make suggestions to be adopted at the end of the 2022-23 school year. The DET will deliberate policy to be revised (see Priority 3 Goal #2 on page 2 of this document).</p>	To be determined	<p>Oct 2022 Introduce goal to DET members who can then volunteer to research policies and thereafter suggest one policy of focus for the year</p> <p>Nov 2023 DET members share their findings and decide which policy to revise</p> <p>Dec 2022 - Feb 2023 BOE Liaison to the DET leads revision efforts in conjunction with the Board Policy Committee (BPC)</p> <p>Mar 2023 - Apr 2023 Continue revision and prepare to present final drafts to DET for feedback</p> <p>May 2023</p>	To be determined	<p>Nov 2022 BOE Liaison to the DET updates the BPC</p> <p>Feb 2023 BOE Liaison and team updates the DET.</p> <p>Apr 2023 Present draft to DET for feedback</p>

		Present to BOE for adoption/approval		
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GOAL 4

Create District regulations that ensure all stakeholder groups are equally represented in District communications, publications, and modalities (virtually and in person).

Steps To Implement	Stakeholder Group Impacted	Timeline	Collaborators to Achieve Goal / Resources Needed	Evaluation / Check-In
1. Create a list of criteria to be met when creating and posting information germane to all stakeholders in the District.	All stakeholders	<p>Oct 2022 Director of Public Information meets with DEC, ASA, DET Co-Chairs to analyze best practices</p> <p>Nov 2022 to Dec 2022 Director of Public Information researches best practices</p> <p>Director of Public Information collaborates with DEC, drafts a list of criteria</p>	The ASA,, MEELs, DEC, DET members, Director of Public Information	<p>Jan 2023 Director of Public Information consults with DEC, and ASA regarding created criteria</p> <p>Feb 2023 Criteria submitted to Board Liaison and Superintendent</p> <p>April 2023 Criteria presented at DET meeting for feedback</p> <p>May 2023 Criteria adopted</p>

GOAL 6

Create safe and braving spaces by partnering with and/or creating affinity organizations for Black, Indigenous, People of Color staff and students (e.g., WABSE, 100 Hispanic Women of Westchester, NYSED My Brother’s Keeper Program, etc.

Steps To Implement	Stakeholder Group Impacted	Timeline	Collaborators to Achieve Goal / Resources Needed	Evaluation / Check-In
1. Resume Faculty and Staff Affinity Group meetings in “The Space”	Faculty and staff of Color	<p>Oct 2022 Explore the possibility of establishing building-based affinity groups</p> <p>Create a welcome ad and meeting schedule</p> <p>Reach out to faculty and staff of color across the District</p> <p>Nov 2022 - May 2023 Meet as planned and provide social-emotional, professional and other support</p>	The ASA, the DEC, MEELs, Building-Level Equity Team Members	<p>Dec 2022 Share a progress report with central administration and DET members</p>
2. Resume My Brother’s Keeper (MBK) and My Sister’s Keeper (MSK) meetings on the secondary levels	Students and families of color	<p>Oct 2022 Consult with MHS Guidance counselors for list of students who identify as people of color</p> <p>Create disseminate meeting schedule in person at the high school</p> <p>Plan a culmination celebration for both MBK and MSK groups</p> <p>Nov 2022 - May 2023</p>	The ASA, the DEC, High School Social Worker, High School Principal and secretary	<p>Oct 2022 Present progress report to DET</p> <p>May 2023 Disseminate student surveys for feedback. How effective were meetings? Did the meetings meet their needs? Were they able to be their authentic selves? What are some aspects of the meetings</p>

		Meet as planned and provide social-emotional and other support		would they like to change?
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