

MAMARONECK SCHOOL DISTRICT EQUITY IN EDUCATION PLAN

Introduction: Our “Why?”

The following is excerpted from a June 9, 2020 letter from the Mamaroneck Board of Education to the community:

Dear Community Members,

The murder of George Floyd is yet another painful reminder of our country's history of racial injustice. Like millions of others, we mourn this tragedy and the many that came before it. America – its institutions and its individuals – must be better. Our cities, towns and villages must elevate themselves and work mightily to eliminate these weekly accounts of horror. People of color must be freed of reflexive fear and allowed to flourish.

This begins in our schools. Former students have written to us in recent days to express their outrage and communicate their desire for a greater focus to address and defeat inequality and bias... Current students, too, are exhibiting courage and passion by leading protests in our community. As MHS principal Elizabeth Clain put it in a June 8 message to students, “the power of young people’s voices and activism came through loud and clear. And we need to listen.” Your Board of Education agrees. The most significant evolution of our society should occur in our schools and within its leadership structures. As an elected body, we can do better by listening intently to those who have been marginalized...

Taking action – not just talking about – is paramount. We must continue to exercise change in a manner that is responsive to our educational mission... More must be done; in fact, the work can never stop....

As a Board, we are proud of the focus and efforts of our leadership and staff. (In June), Principal Colleen Melnyk and Assistant Principal Matthew Porricelli wrote the following in a weekly message to staff. We think our entire community deserves to hear this: “As educators, it is our job to address the policies and practices that have actively oppressed and marginalized communities of color. We need to address them openly and publicly - we need to have these conversations in our schools, with our students, with our families, and with one another. We need to hear the perspectives and insights of our diverse faculty and staff...”

To all who have written to the Board, thank you. Your voices and words inspire and challenge us all to be better and hold ourselves accountable to make meaningful change.

Respectfully, MAMARONECK BOARD OF EDUCATION 2020-2021

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.

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 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. It is about understanding each other and moving beyond simple tolerance to 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."

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

MUFSD Equity in Education Mission Statement

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 sustaining plan for equitable opportunities and outcomes for all.

Priority Areas include:

1. Developing inclusive and antiracist 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 reframe for equity

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

Developed by the MUFSD Equity Team July- August 2020

*Co-Facilitators: Dr. Robert Shaps, Superintendent
Mrs. April Francis-Taylor, Director of Student Life*

MAMARONECK SCHOOL DISTRICT EQUITY IN EDUCATION 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, 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.

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](#) pgs. 34, 39)

Goals:

1. Collect and review, various forms of data, (i.e. academic, disciplinary, attendance, higher level courses, surveys, etc.) analyze for inequities, and acknowledge areas that bias has impacted student growth and opportunity through a district report
2. Support advisory programs for all students (K-12) to promote social-emotional learning and antiracist mindsets and foster a welcoming and affirming school environment.
3. Create an academic support system and equitable selection process to increase diversity in student enrollment into rigorous courses (i.e. 8th grade accelerated Algebra regents course, AP courses, etc...) for college and career readiness.
4. Develop a K-12 restorative practice and PBIS system to build a collective school community environment.
5. Incorporate a K-12 Multi-tiered Student Support System (MTSS) to ensure equity for student academic success.

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Priority Area #3: Prioritizing student and community input to dismantle inequitable policies and reframing for equity
([adapted from the CRSE Framework Principle #1](#) pgs. 32, 33, 38)

Goals:

1. Partner and engage community organizations in the work of the District Equity Team. (e.g., the Community Resource Center, Larchmont-Mamaroneck RADAR, faith organizations, alumni, community advocates, and police departments).
2. Work in collaboration with the Board Policy Committee, community members and District Equity Team to review and redefine policies based on antiracist practices and equitable outcomes. (e.g., student 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. 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 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.
6. Create safe and braving spaces by partnering with and/or creating affinity organizations for Black, Indigenous, People of Color staff and students (i.e., WABSE, 100 Hispanic Women of Westchester, NYSED My Brother's keeper Program, etc.)

District Equity Team

The District Equity Team (DET) will include a diverse group of community voices and experiences, the following will be included, but not limited to:

- At least one Board of Education member
- School Superintendent, will serve as co-chair*
- At least two central administrators
- Only one administrator from each school building and/or program
- At least one student support educator from each building (i.e. counselor, psychologist, social worker)
- At least one teacher from each building (once the MEEL program is implemented they will be building representatives)
- At least two parent representatives from diverse backgrounds
- At least two MHS student representatives from diverse backgrounds

Community members to include for bi-yearly meetings:

- Community organization leaders
- Police Department representatives
- Student alumni of diverse backgrounds

***2nd co-chair should be a tenured teacher on the committee**

Responsibilities include, but not limited to:

- Attend all DET meetings (about 4 a year)
- Participate as a representative of their school community and vote with a community, not personal, mindset
- Reply to any correspondence for review or approval
- Serve on the committee for no more than 4 years consecutively

Developed by the MUFSD Equity Team July- August 2020

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Advisory Committee Overview

(only for 2020-2021- replaced by the MEEL Program)

- Should include 3-4 members from the District Equity Team subcommittees (no more than 12 people ideally)

Responsibilities include:

- Support the District Equity Team by actionizing ideas and brainstorms developed at meetings
- Manage and update the Equity Strategic Plan and presenting updates to the DET
- Serve as a liaison between the DET and BOE
- Meet as an AC before and after DET meetings
- Attend Professional Development for growth and turn-keys

New members can be selected or self selected to be part of the DET based on knowledge and supportive action towards equitable school environments. After the 2020-2021 school year, any new additions to the committee would need to send a letter of interest to the chair people. The District Equity Team would then review and inform the candidate of when they will begin to serve.

Mamaroneck Equity in Education Leader (MEEL) Program

(to be implemented in 2021-2022)

- Serve as the DET Advisory Committee: review, update, and manage the District Equity Team Strategic Plan in conjunction with DET Co-chairs
- Meet monthly with the DET co-chairs
- Attend all DET meetings and present any updates
- Support district and school leadership in implementing accountability systems for equity
- Support staff in developing and implementing annual events and monthly activities that reflect student body cultural

experiences

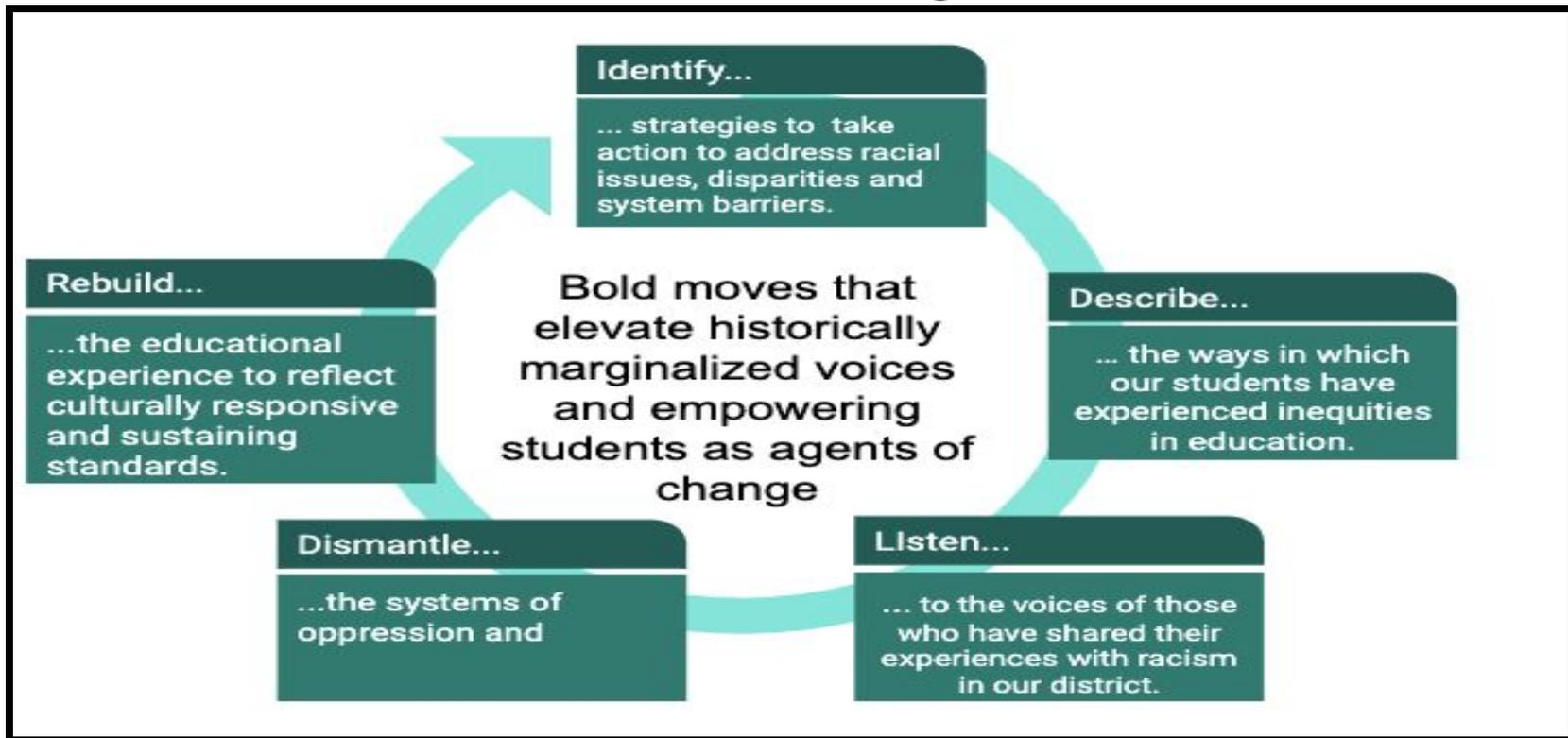
- Support teachers in identifying material, resources and programs for integrating and implementing equitable pedagogy in the classroom
- Develop and implement, in collaboration with school leaders and PTA, district/school-wide family and community engagement events and activities that are relevant to all students
- Ensure that equitable access, inclusion, treatment, opportunities to learn, resources and shared accountability are demonstrated on a school and classroom level
- Implement technical assistance and professional development for all stakeholders (staff, students, and families) in your school building
- Attend yearly professional development that addresses CRE and Equity to develop understandings and turn-key to staff
- Participate in the new teacher mentoring program, providing professional development and support

Qualifications:

- At least 5 years of teaching/student support experience (must be tenured).
- Documented evidence of success raising student achievement/performance (student portfolios, student work, behavioral plans, attendance records, NYS scores).
- Evidence of leadership responsibilities within and/or outside of your current position/school (club sponsor, grade level leader, community outreach).
- In-depth knowledge of the NYSED Culturally Responsive-Sustaining Framework and commitment to equity in education
- Previous experience developing and providing professional development within and/or outside of your current position/school.
- Ability to create presentations and evaluate various forms of data.
- Two letters of reference, including one letter from your building principal submitted to the co-chairs of the DET and interviewed by members from the DET.

**MAMARONECK SCHOOL DISTRICT
EQUITY IN EDUCATION PLAN**

**Mamaroneck School District Equity in Education
Year One Strategic Plan**



2020-2021

Priority Area #1: Developing inclusive and antiracist curriculum, instruction, and assessment K-12

Identify SMART Goals/Objectives: (Specific, Measurable, Achievable, Relevant, Timely)

- 1) Conduct a K-12 inclusive curriculum and assessment audit.
- 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 BIPOC students, to be co-creators of school curriculum. Center their voices and experiences through focus groups, surveys, 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.

Goal	Steps to Implement	Stakeholder Group (who will be impacted?)	Timeline	Collaborators to achieve goal and resources	Evaluation/Check-in
Conduct a K-12 inclusive curriculum and assessment audit	<ul style="list-style-type: none"> • Framework for audit selected/created by Equity Team. • Create guiding questions for departments as they self-audit. <p><i>Pre-audit:</i></p> <ul style="list-style-type: none"> • Identify problematic and/or racist 	<ul style="list-style-type: none"> • Students • Teachers • Departments • Department chairs 		<p><i>Collaborators</i></p> <ul style="list-style-type: none"> • Teachers and department chairs • Asst. Superintendent of Curriculum 	<p>January 2021 DET Meeting</p> <p>-presentation of audit tool, policy, and identified curricular choices that can be</p>

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	<p>curriculum to be transformed, altered, or changed as soon as possible (prior to audit) and provide support/options for teachers in making appropriate changes.</p> <ul style="list-style-type: none"> ● Create a statement (in tandem w/ departments, building admin and the DET) regarding inclusive, diverse curriculum to be sent to families, in particular to those who may push back against changes in content. ● Create a policy (in tandem with DET, teachers, and building admin) for Middle & High school English/Social Studies departments on the N-word in class (such as how it will not be said/read aloud, teaching the history of the word, eventual removal of texts if relevant, etc.). ● Review previous work in the district regarding curriculum audits for equity and justice (if at all). <p><i>During Audit</i></p> <ul style="list-style-type: none"> ● Review the framework with departments ● Surveys that solicit anonymous data on texts, grading practices, curriculum in general? ● Departments and/or grade levels conduct self-audit using the DET's definitions of equity, diversity, and 			<ul style="list-style-type: none"> ● and Instruction ● Building admin ● DET Subcommittee #1 Members <p><i>Resources</i></p> <ul style="list-style-type: none"> ● Audit frameworks to evaluate and potentially use. 	<p>immediately addressed.</p> <p>February 2021 -Review of self-audit for opportunities for growth and strength to build on.</p> <p>March 2021 DET Meeting -Summarize and apply findings of teacher and student interviews on curriculum to create clear future steps for continued curriculum development for equity.</p>
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	<p>anti-racism as guideposts</p> <ul style="list-style-type: none"> • Cross section audits with equity team members • Interview teachers on the successes, challenges, questions of implementing a just and diverse curriculum <p><i>Post Audit</i></p> <ul style="list-style-type: none"> • Offer opportunities to reflect and share findings • Revisit audit and identify trends • Research progressive curriculum, resources, and units to share with staff • Provide helpful resources and next steps based on department • Include student input from feedback sessions. • Include assessments and grading practices in audit framework 				
Provide all staff with professional development on culturally responsive pedagogy and DEI practices (DEI- Diversity, Equity,	<p><i>Teacher Needs Assessment</i></p> <ul style="list-style-type: none"> • <i>Create and distribute a teacher survey on culturally responsive pedagogy and antiracist mindsets to create a baseline for support</i> • <i>Identify teachers interested in participating in teacher led instructional rounds pilot in spring</i> 	All stakeholders		<p><i>Teacher Needs Assessment</i></p> <ul style="list-style-type: none"> • Department chairs • Building admin • DET Members <p>Professional Development Schedule</p> <ul style="list-style-type: none"> • Department chairs • Building admin 	<p>January 2021 (DET Meeting)</p> <p>- share of present professional development conducted on CRSE- using various forms of data that include meeting agendas, pre and</p>

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<p>Inclusion) that affirm and support the diverse identities and experiences of our students.</p>	<p><i>Professional Development Schedule</i></p> <ul style="list-style-type: none"> • <i>Each Superintendent's Conference Day will include professional development on culturally responsive pedagogy and/or antiracist mindsets</i> • <i>Using the teacher needs assessment survey, PD will be developed and led by teacher leaders</i> • <i>Create template or resource space to support teachers in addressing relevant current events around social justice.</i> • <i>SEED- Optional professional development will be offered to help support and enhance the work of the DET and help teachers do the internal and professional reflection/learning to support DEI (diversity, equity, and inclusion) curriculum and practices- led by Sarah Silverman</i> <p><i>Faculty and Department Meetings</i></p> <ul style="list-style-type: none"> • <i>Each school buildings faculty meetings and department meetings will include DEI share and connection to pedagogy</i> <p><i>Board Meetings, Administration and Leadership Meetings</i></p>			<ul style="list-style-type: none"> • DET Members <p>Faculty and Department Meetings</p> <ul style="list-style-type: none"> • Department chairs • Building admin • DET Members <p>Board Meetings, Administration and Leadership Meetings</p> <ul style="list-style-type: none"> • Board Members • Central Admin. • DET Advisory Committee <p>Teacher Collegial Circles</p> <ul style="list-style-type: none"> • FHAO David Levy • Department chairs • DET Members • Teachers <p><i>Resources</i></p> <ul style="list-style-type: none"> • PD workshops and diversity focused organizations • DET members attend CRSE workshops to turn-key to staff 	<p>post-survey, administration highlights of CRSE work from observations, etc... and potential outcomes for the spring</p> <p>March 2021 (DET Meeting) - Report of Teacher Collegial circles and Instructional Rounds pilot plan for spring (April-May)</p> <p>June 2021 (DET Meeting) -Update on IR pilot and impacts for 2021-2022 school year</p>
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	<ul style="list-style-type: none"> • <i>There will be a standing agenda item for all meetings that align with DEI initiatives</i> <p><i>Teacher Collegial Circles</i></p> <ul style="list-style-type: none"> • Teacher groups, led by DET members, can participate in book studies and discussion of texts on CRSE and DEI work. (Option: Participation with Facing History and Ourselves educator group led by David Levy) • Creation of group protocols, norms, meeting schedule, and evaluation of learning by members • Review and discuss the benefits of including Instructional Rounds (IR) to develop CRSE best practices to share with colleagues • Pilot IR model with your collegial circles group in the spring <p><i>DET Forums</i></p> <ul style="list-style-type: none"> • Can be done virtually or otherwise. Opportunity to meet with diverse members of DET team (not necessarily just core members) to talk about curriculum ideas across content areas. 				
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<p>Empower students, particularly BIPOC students, to be co-creators of school curriculum. Center their voices and experiences through focus groups, surveys, interviews; provide continuous space and time for students to share their classroom experiences and provide feedback, input, and suggestions for a more representative,</p>	<p><i>Initial feedback</i></p> <ul style="list-style-type: none"> ● Solicit data and input from students through anonymous surveys, focus groups, and/or town hall meetings. ● Select staff and/or DET members with excellent rapport/relationships with students to help facilitate conversations. ● Set regular dates throughout the year (such as quarterly) for such meetings and advertise/share widely. ● Circle back and share with students what feedback has been implemented and the timeline. Make immediate and long term planning changes based on student feedback. ● Allowing students to also share methods/ideas for giving feedback or holding forums. <p><i>Ongoing feedback</i></p> <ul style="list-style-type: none"> ● Develop a protocol or system for students to report and or share concerns, ideas, or questions about curriculum. Share this widely with students. <p><i>Sharing feedback</i></p> <ul style="list-style-type: none"> ● Read-throughs/reflection at staff 	<ul style="list-style-type: none"> ● Students ● Teachers 		<p><i>Collaborators</i></p> <ul style="list-style-type: none"> ● Students ● Teachers <p><i>Resources</i></p> <ul style="list-style-type: none"> ● Survey tool to be created or adopted ● Template on teaching current events and social justice, created or adopted. 	<p><i>At least 4 student forums held by December 2020</i></p> <p>January 2021 DET Meeting -Presentation of student input and experiences with the present Mamk curriculums K-12</p> <p>March 2021 DET Meeting -Development of a plan to adapt curriculums</p> <p>June 2021 DET Meeting -Introduction of DET student members</p>
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relevant, and just curriculum.	meetings/small groups of DoBetterMHS and Shedding Light accounts. <ul style="list-style-type: none"> • Share initial feedback with teachers and create space to share the ongoing feedback from students regarding curriculum. 				
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Priority Area #2: Strengthening and creating opportunities, access, and educational quality for all students in our diverse community.

Identify SMART Goals/Objectives: (Specific, Measurable, Achievable, Relevant, Timely)

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1. Collect and review, various forms of data, (i.e. academic, disciplinary, attendance, higher level courses, surveys, etc.) analyze for inequities, and acknowledge areas that bias has impacted student growth and opportunity through a district report
2. Create an advisory program for all students at the K-8 level to promote social-emotional learning and antiracist mindsets to foster a welcoming and affirming school environment
3. Creating academic support systems in middle school to increase students from marginalized groups enrollment in the 8th grade algebra regents course

Goal	Steps to Implement	Stakeholder Group (who will be impacted?)	Timeline	Collaborators to achieve goal and resources	Evaluation/Check-in
1. Collect and review, various forms of data, (i.e. academic, disciplinary, attendance, higher level courses, surveys, etc.) analyze for inequities and acknowledge areas that bias has impacted student growth and opportunity through a district report	<ol style="list-style-type: none"> 1. The Office of Data and Assessment, in tandem with DET subcommittee 2, will gather previous data to share with subcommittee 18-19 and 17-18 (i.e. Civil Rights Data Collection, NYS Report Card, data from PATHS) 2. Review and synthesize for DET report 3. After January 	All stakeholders		Building Admins. Office of Data and Assessment DET Subcommittee #2 Members	January 2021 (DET Meeting) -Presentation to DET and feedback March 2021 -Presentation of draft action plan June 2021 (DET Meeting) -Update on pilot action plan and next steps

	<p>meeting, input feedback from the DET into an action plan (update goals of subcommittee #2)</p> <p>4. Pilot a portion of the action plan and share impact at the June 2021 meeting</p>				
<p>2.Support advisory programs for all students at the K-12 level to promote social-emotional learning and antiracist mindsets to foster a welcoming and affirming school environment</p>	<p>1. Conversations with Building Admins. to ensure antiracist mindsets are included throughout the year</p> <p>2. DET subcommittee #2 will support teachers with antiracist and SEL curriculum- collaborate w/building admins.</p> <p>3. Create and distribute pre-surveys for teachers, students, and parents regarding their understanding of anti-racist mindsets and SEL supports needed</p> <p>4. Create and distribute</p>	<p>Teachers</p> <p>Teacher Assistants</p> <p>Students</p>		<p>DET Subcommittee #2 Members</p> <p>Building Administration</p> <p>HMX SEL, Diversity, and Inclusion Committee</p> <p>Elementary and High School Teacher Leaders</p> <p>Guidance Coordinators</p> <p>Student Support Professionals</p>	<p>October 2020</p> <p>- Create a digital resource folder</p> <p>January 2021 (DET Meeting)</p> <p>-share pre-survey results and summation</p> <p>June 2021 (DET meeting)</p> <p>- share post results and impacts</p>

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	Post-surveys to measure impact				
<p>Create an academic support system and equitable selection process to increase diversity in student enrollment into rigorous courses for college and career readiness.</p> <ul style="list-style-type: none"> Year one will focus on: 8th grade accelerated Algebra regents course 	<ol style="list-style-type: none"> Review selection criteria with HMX Building admin and Math chairperson in order to better understand the process for recommendation. Review the summer math academy program. Create a system to survey, interview, and observe students (based on parent approval) that participated in the program and monitor their progress throughout the 2020-2021 school year Research and Implement, in tandem with building administration and the math chairperson, an equitable selection process to ensure 	7th and 8th grade students		<p>Building Administrators</p> <p>HMX Math Department Chairperson</p> <p>8th grade Parents of summer math academy program</p> <p>Special Education Teachers</p> <p>Math Teachers</p>	<p>January 2021 (DET meeting)</p> <p>-presentation to the DET on the prior selection process, interview/survey of summer math academy students, and a plan to pilot a virtual math mentor program</p> <p>March 2021</p> <p>-Virtual math mentor pilot program implemented</p> <p>June 2021 (DET Meeting)</p> <p>-update and next steps</p>

	<p>objectivity.</p> <p>4. Create a free virtual math mentor program for grades 6-7 for target students to strengthen their math skills and increase their opportunity and access to the 8th grade Math algebra course.</p> <p>5. Develop a K-7 Professional development action plan to help teachers develop best practices in math skill development that will prepare all students for the 8th grade Algebra regents course.</p>				
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Priority Area #3: Embedding community reflection and input to dismantle inequitable policies and reframing for equity

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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.

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 groups that demonstrate 	All stakeholders			<p>October 2021</p> <p>-first community-district equity team meeting held</p>

	<p>leadership and knowledge in equity practices to join the district equity team</p> <ol style="list-style-type: none"> 3. Set an initial meeting date for introductions and review of the Equity Plan 4. Establish a calendar for the year based on the tentative calendar provided in the Equity Plan draft 5. Meet quarterly, review and provide feedback on equity plan updates, continue to develop strategies to achieve smart goals. 				
Partner with the Board Policy Committee, community members, and District Equity Team to review and revise the universal code of conduct to include antiracist and equitable practices. To be approved and adopted by the Board by June 2021.	<ol style="list-style-type: none"> 1. Form a team of stakeholders from the DET and Board to complete the tasks outlined below. 2. Create a “role description/job description” for dissemination to stakeholders. 	Students, parents, teachers, school administrators, and Board members.		District Equity Team Members Students Families DASA coordinator Administrators tasked with	January 2021 DET Meeting -Share findings of stakeholders experience

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	<p>3. Gather information from stakeholders (students, parents, teachers, school administrators, board members) about their experience with disciplinary practices within the MUFSD through interviews, surveys, focus groups, etc.</p> <p>4. Review Discipline Data provided by Subcommittee #2.</p> <p>5. Review current Codes of Conduct (elementary, middle, and high schools) and make recommendations for immediate changes to make language, policies, practices, etc., equitable.</p> <p>6. Review other schools' policies to find common language, strategies, etc. that are used in their Codes of Conduct. Code of Conduct</p>			<p>discipline (at each level)</p> <p>Youth officers</p> <p>Legal counsel</p> <p>Community Resource Center</p> <p>RADAR</p> <p>Community Counseling Center</p>	
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	<p>excerpts to be analyzed are from Baltimore, Denver, Philadelphia, Los Angeles, and Buffalo, which can be found HERE. Other examples may be included.</p> <p>7. Develop uniform language for elementary, middle and high school which states the goal and purpose of the Code of Conduct, that reflects the District Equity Team’s work on development and adoption of equitable school policies.</p> <p>8. Conduct a literature review of effective discipline/interventions. Add interventions that include restorative justice practices, positive behavior supports, and other interventions within the school and community.</p>				<p>Edited document will be reflective of community input and will be presented to DET for review before presentation to the board.</p>
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MAMARONECK SCHOOL DISTRICT EQUITY IN EDUCATION PLAN

	<p>9. Create and include specific protocols for addressing race-based incidents.</p> <p>10. Share the revised Codes of Conduct with stakeholders for review.</p> <p>11. Share the revised Codes of Conduct with the Board for review, approval, and adoption.</p> <p>12. Review data 2021-2022 on the impact of the newly adopted discipline code.</p>				
<p>Create District regulations that ensure all stakeholder groups are equally represented (culturally and linguistically) in district</p>	<p>Create a team to:</p> <p>1. Survey the 6 schools for evidence of a diverse inclusive environment (learning walks, photos,</p>	<p>Students</p> <p>Families</p> <p>Staff (gretters, campus</p>		<p>Instructional and non-instructional Staff</p>	<p>January 2021 (DET Meeting)</p> <p>-Presentation of survey of schools and action</p>

<p>communications, signage, publications and modalities.</p>	<p>check off list) collect qualitative data</p> <ol style="list-style-type: none"> 2. Review work that MAS has begun in this area 3. Add visible welcoming multilingual signs at schools 4. Provide professional development to greeters and campus supervisors on creating a welcoming and affirming environment 5. Review Website for welcoming language and photos 6. Student work in classrooms, hall bulletin boards, school performances, and website will include more diversity based on work in Priority Area 1 7. Continue and expand opportunities for culturally diverse celebrations (ie. MLK Day, PTA sponsored world cuisine event) 	<p>supervisors, Teacher Assistants, Teachers, Food Service Providers, Maintenance)</p> <p>Community</p>		<p>Parents</p> <p>Resources- budgetary funds to implement feedback submitted by the committee</p>	<p>plan to address areas in need</p>
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Developed by the MUFSD Equity Team July- August 2020

*Co-Facilitators: Dr. Robert Shaps, Superintendent
Mrs. April Francis-Taylor, Director of Student Life*

MAMARONECK SCHOOL DISTRICT EQUITY IN EDUCATION PLAN

<p>Create a policy that ensures that stakeholders 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).</p>	<ul style="list-style-type: none"> -Establish a Board/Equity Team Policy Subcommittee to review historical student demographic data based on school assignment practices. Review the data through an "equity lens." - Present findings (Board Meeting) and submit report -Meet with Enrollment Task Force members to review recommendations for school reconfiguration - Consider policy language that would guide the implementation of an equitable/inclusionary school assignment/learning model -Schedule community forums to discuss policy implications, purposes, outcomes and seek stakeholder feedback 	<p>Students Families Teachers</p>			<p>October 2020</p> <ul style="list-style-type: none"> -Establish a Board/Equity Team Policy Subcommittee to review historical student demographic data based on school assignment practices. Review the data through an "equity lens." <p>January 2021</p> <ul style="list-style-type: none"> - Present findings (Board Meeting) and submit report to DET <p>February 2021</p> <ul style="list-style-type: none"> -Meet with Enrollment Task Force members to review recommendations for school reconfiguration - Consider policy language that would

	<p>-Draft Board of Education school assignment policy language for BOE review and discussion.</p> <p>-Develop a process and timeline to consider equitable/inclusionary school assignment/learning models</p>				<p>guide the implementation of an equitable/inclusionary school assignment/learning model</p> <p>March-April 2021</p> <p>-Schedule community forums to discuss policy implications, purposes, outcomes and seek stakeholder feedback</p> <p>May 2021</p> <p>-Draft Board of Education school assignment policy language for BOE review and discussion.</p> <p>June 2021 (DET Meeting)</p> <p>-Develop a process and timeline to consider equitable/inclusionary school assignment/learning models</p>
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**MAMARONECK SCHOOL DISTRICT
EQUITY IN EDUCATION PLAN**

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**Tentative Timeline
2020-2021**

September 2020	Strategic Plan is shared with all faculty Year 1 of plan is implemented	DET members at each building will present
October 2020	Full DET meeting- update on DET strategic plan and discussion of community addition to year 2 of plan	Faculty and Community Members

January 2021	Faculty DET meeting to review mid-year checkpoint of the strategic plan and make any suggested adjustments or findings	Faculty
March 2021	Full DET meeting update on year 1 and discussion of year 2 goals	Faculty and Community Members
April 2021-May 2021	Advisory Committee to develop year 2 strategic plan based on DET input	Advisory Committee
June 2021	Full DET meeting review of year 1 and AC presentation of year 2 strategic plan	Faculty and Community leaders

Advisory Committee (year 1)

- Meets monthly in 1st year
- Checks in with subcommittees between DET meetings
- Develops plans for year 2 and 3
- Makes adjustments to the strategic plan based on DET suggestions
- Presents updates and findings to the BOE

DET (faculty only) Meetings

- Sept- present DET year 1 draft plan to respective buildings in unison with building administration
- October 2020*
- January 2021

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MAMARONECK SCHOOL DISTRICT EQUITY IN EDUCATION PLAN

- March 2021*
- June 2021*

Full DET (faculty and community representatives)

- October 2020
- March 2021
- June 2021

A special thank you to the initial MUFSD Equity Team and Advisory Committee Members. Your dedication, knowledge, time, and passion for our school community is unmatched.

Priority Area	Advisory Committee Members	DET Members
#1	Jenny Rodriguez (MHS) Sarah Silverman (MHS) Matt Porricelli (MUR) Annie Ward (Asst. Sup.) Aaron Shansky (MHS)	Jennifer Solomon (Chat) Daneen Payne (HMX) Gloria Rodriguez (Chat.) Rob Andrews (HMX)
#2	April Francis (HMX) Claire Reinhard (Dir.)	Sandrine Utzinger (Chats.) Gladys Divito (BOE)

	Judy Ravina (Dir./MAS) Kimberly Omolaju (MHS) Cecilia Anon (Districtwide)	Lissi Garcia (Districtwide) Adonis Calderon (HMX) Dina Reynoso (MAS) Laura Fojanesi Rusconi (MHS) Gregory Cuddy (MHS) Karen Ruzzo (Cen.)
#3	Leon Whyte (HMX) Zoe Ruiz (MHS) Lauren Scharfstein (Chats.) Robert Shaps (Sup.) Venessa Green-Daivs (HMX) Marsha Genwright (MHS)	Alexandria Casabona (districtwide) Maria Albano (HMX) Keila Reyes Nunez (HMX) Dina Madden (Asst. Dir.) Suehay Gonzalez Alicea (Cen.)