

Our “Why”

On June 9, 2020, the letter below was sent from the Mamaroneck Board of Education the community.

Dear Community Members,

The murder of George Floyd is yet another painful reminder of our country's history of racial injustice...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...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 and to the needs of our taxpayers...

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 it 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

Mamaroneck Union Free School District Equity Team 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 sustainable plan for equitable opportunities and outcomes for all.

District Equity Plan Priority Areas

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).

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.

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 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. This audit will be conducted by employees of the District as well as an external equity auditor.
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.

Potential Outcomes of Priority Area #1 by 2023

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, conduct an audit of the “hidden curriculum” which can include school spaces, course offerings, and programs. This will include hiring an external equity auditor.
 - a. At least 50% of student read-aloud will include authors from historically marginalized groups.
 - b. In K-5 classes, weekly lessons will include aspects of social justice, and anti-racist social studies curricular material (resources include: NYSED Social Studies Framework, PNW BOCES SS/ELA, and Teaching Tolerance Social Justice Standards).
 - I. In grade 3, all students will learn about a modern-day African nation, a Latin-American nation, and an Asian nation based on the NYSED Social Studies Framework.
 - II. In grade 4, all students will analyze the American system of slavery and its impact on structural racism, economics, power, and privilege in modern times.
 - III. In grade 5, all students will examine African Kingdoms between 1300s-1500s prior to the study of the Trans- Atlantic/Triangular Trade.

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.
 - a. All required professional development days will include training on the Culturally Responsive-Sustaining Education (CRSE) Framework and inclusive classroom strategies.
 - b. All administration, building, and department meetings will include a standing CRSE agenda line item.
 - c. Teacher participation in Instructional Rounds with a focus on culturally responsive teaching best practices.
 - d. All buildings will have teacher lead collegial circles that are focused on CRSE and Diversity, Equity, Inclusion (DEI) work. (This can include book studies, video and article discussions, guest speakers, etc.)
3. Empower students, particularly Black, Indigenous, and Students of Color, to be co-creators/designers of curriculum material (including student values, ideas, etc.) Centering student voices through focus groups, surveys, and interviews; providing continuous space and time for students to share their experiences, feedback, input, and suggestions for a more representative, relevant, and just curriculum.
 - a. Student forums created at least 4 times per year.
 - b. Student leaders trained on CRSE and advocacy methods.
 - c. Student leaders serve as members of the District Equity Team.
4. Create K-12 content leadership team(s) to research, develop/adopt, and enact anti-racist and social justice curriculum. Create opportunities for teachers to plan within and across curriculum areas to support this work in the classroom.
 - a. Inclusion of anti-racist mindsets into the NYSED Next Generation ELA Standards and Social Studies Framework. For example:
 - I. In grade 6 social studies and ELA courses, there will be one interdisciplinary unit taught using civics and social justice standards.
 - II. In grade 7, implement the *Facing History Democracy and Civic Engagement* unit in all social studies classes.
 - III. In grade 8, implement the *Facing History and Ourselves Justice and Human Rights* unit in all social studies classes.
 - IV. In grade 9, continue to teach the interdisciplinary *Facing History and Ourselves* unit on the Civil Rights Movement, using it as a foundation for continued development of anti-racist and social justice mindsets throughout the year.
 - V. In grades 9-12, student social electives will include African diaspora studies and/or literature, Latin-American studies and/or literature, and Asian/Pacific Islander studies and/or literature.

- b. Curriculum resources on culturally responsive pedagogy in Science, Technology, and Mathematics content areas for elementary, middle school, and high school educators.
 - c. Create inclusive curriculums within the Unified Arts and other elective courses that amplify the contributions of Black, Indigenous, People of Color (BIPOC) to the subject area (e.g., Music students engage in a historical review and perform at least one piece composed, written, or arranged by a Black, Indigenous, Person of Color).
 - d. Develop and implement an equitable homework, assessment and grading policy for grade level bands (K-2, 3-5, 6-8, 9-12).
 - e. Create project-based experiential learning opportunities for all students to engage in together as a community.
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.
 - a. Create stipend positions for “Mamaroneck Equity in Education Leaders” (MEEL) for each school building (see MEEL overview).

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. Create an academic support system and an equitable selection 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.
4. Develop a K-12 restorative practice and Positive Behavioral Instructional Support (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.

Potential Outcomes of Priority Area #2 by 2023

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.
 - a. Vetting and hiring an external equity auditor.
 - b. Implement a mentoring and tutoring program in partnership with the community to address perceived academic and opportunity gaps for student success (e.g., STEM Alliance partnership)
 - c. Promote alternative achievement metrics that also support academics (e.g., demonstrating school values, strong attendance, leadership, growth)
2. Support building level advisory programs for all students (K-12) to promote social-emotional learning and anti-racist mindsets and foster an inclusive learning environment, in-person and remotely.
 - a. Continued support for the Hommocks Middle School SEL, Diversity, and Inclusion Committee.
 - b. Annual social emotional workshops for students and families K-12 scheduled age appropriately (e.g., Anti-Bullying: How to be an Up-stander, Building Inclusive Communities, LGBTQ+ rights awareness, Sexual Harassment awareness, etc.).
 - c. Infuse digital citizenship standards within the 6th grade library skills course to encourage positive and inclusive online behaviors.
 - d. Continued support of the Community Counseling Center educational programming at Hommocks Middle School and Mamaroneck High School

- e. Revamping the Hommocks Middle School 6th grade counseling curriculum to explicitly include CASEL social emotional learning competencies.
 - f. Develop entrance and exit surveys for all students at transitional levels to gauge interest, participation, and overall experiences (grade 5, 8, and 12).
3. Create an academic support system and an equitable selection 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.
 - a. Increased enrollment of Black, Indigenous Students of Color who successfully complete 8th grade accelerated Algebra I Regents course.
 - b. Continued increased enrollment of Black, Indigenous Students of Color who successfully complete Advanced Placement courses.
 - c. Partner with community organizations to develop a *Community Tutoring and Mentoring Program* to provide increased access to opportunities for students of varied socio-economic backgrounds.
 - d. Continue to work with cultural and community centers to identify families' needs and provide services to meet them. This can include, offering classes focused on supporting students through hybrid/remote learning, computer literacy, or English language acquisition in person or virtually (e.g., partner with the Parent Teacher Council, Mamaroneck Public Library, Padres Unidos, Community Resource Center and STEM Alliance).
 4. Incorporate a K-12 Multi-tiered Student Support System (MTSS) to ensure equity for student academic success.
 - a. Develop and organize District policy for MTSS for all K-5 buildings and the middle school with a core K-8 leadership team.
 5. Develop a K-12 restorative practice and Positive Behavioral Instructional Support (PBIS) system to build a collective school community environment.
 - a. Continued support for the HMX School Culture and Climate Committee.
 - b. Restorative justice training for building leaders/faculty/staff/student leaders and pilot program implementation.
 - c. Create a student Equity Taskforce to hold courageous conversations and student forums.
 - d. Celebrate students who demonstrate good character and embrace diversity K-12. (e.g., students who act as up-standers, etc.).

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 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 Taskforce 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).

Potential Outcomes of Priority Area #3 by 2023

1. 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-based organizations, alumni, community advocates, and youth police officers).
 - a. Schedule quarterly meetings involving the full District-community Equity Team that include members that represent the diversity and complexity of the Mamaroneck-Larchmont school community.
 - b. Review the Mamaroneck District Equity Plan by incorporating community feedback as well as input from the District-community Equity Team.
2. Work in collaboration with the Board Policy Committee and community members and District Equity Team to review and redefine policies based on antiracist mindsets and viewed through an equity lens (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).

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- a. Prioritize the review of the District Code of Conduct to be approved and adopted by June 2021. The review will include racial and ethnic-based anti-bullying policies.
 - b. Prioritize the hiring of qualified Black Indigenous People of Color for open positions and provide on-going professional support to promote retention.
 - c. Partner with various educator affinity organizations (e.g., Westchester Alliance of Black School Educators (WABSE and Hispanic Women of Westchester) for recruitment and retention of Black, Indigenous, People of Color for open positions.
 - d. Redesign the District teacher mentoring program to include clearly defined professional development focused on culturally responsive pedagogy and antiracist curriculum for both mentors and mentees.
 - e. Review and update all District policies with an equity lens by June 2023.
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, and not designated by geographical locations or neighborhoods.
 - a. Implement an elementary school assignment learning model that is equitable and not based on geographic location.
 - b. Create an elementary diversity program that bridges all 4 elementary schools on a monthly basis.
 4. Create District regulations that ensure all stakeholder groups are equally represented in District communications, publications, and modalities.
 - a. Maintain a visibly multilingual and multicultural environment in school buildings and the wider community, using signs, banners, and other materials that welcome, acknowledge, celebrate, and affirm the identities of students and community members.
 5. Honor the diversity of our school community by providing and supporting programs, experiences, and opportunities that are reflective of all students and families.
 - a. Organize an annual student-led community forum that brings our diverse community together to discuss issues and topics related to equity and antiracist practices.
 - b. Continue District book studies on social justice and antiracist curriculum in partnership with Facing History and Ourselves and the SEED program.
 - c. Recognize and celebrate national cultural months through antiracist activities and events K-12 (e.g., Hispanic Heritage month, Indigenous Peoples' month, Black History month, Asian-American/Pacific Islander month, Dr. Martin Luther King, Jr. Day, Holocaust Remembrance Day, 9/11, etc.)
 - d. Continue to facilitate cultural pluralism events, such as, the PTA-sponsored Hommocks World Cuisine event, the MAS International Fair, and the Mamaroneck High School/Hommocks Middle School Dr. MLK Day celebration.

6. Create District regulations that ensure all stakeholder groups are equally represented in District communications, publications, and modalities.
 - a. Maintain a visibly multilingual and multicultural environment in school buildings and the wider community, using signs, banners, and other materials that welcome, acknowledge, celebrate, and affirm the identities of students and community members.
7. Honor the diversity of our school community by providing and supporting programs, experiences, and opportunities that are reflective of all students and families.
 - a. Organize an annual student-led community forum that brings our diverse community together to discuss issues and topics related to equity and antiracist practices.
 - b. Continue District book studies on social justice and antiracist curriculum in partnership with Facing History and Ourselves and the SEED program.
 - c. Recognize and celebrate national cultural months through antiracist activities and events K-12 (e.g., Hispanic Heritage month, Indigenous Peoples' month, Black History month, Asian-American/Pacific Islander month, Dr. Martin Luther King, Jr. Day, Holocaust Remembrance Day, 9/11, etc.)
 - d. Continue to facilitate cultural pluralism events, such as, the PTA-sponsored Hommocks World Cuisine event, the MAS International Fair, and the Mamaroneck High School/Hommocks Middle School Dr. MLK Day celebration.
8. Create safe and braving spaces by partnering with organizations, and/or creating affinity groups for BIPOC staff and students (e.g., WABSE, 100 Hispanic Women of Westchester, NYSED My Brother's Keeper Program, etc.)
 - a. Continue to grow and fund the Hommocks Middle School "My Brother's Keeper" and "My Sister's Keeper" programs and use them as a model to implement an elementary and high school model.
 - b. Create the Mamaroneck Black, Indigenous, People of Color (BIPOC) educators' affinity groups and/or allow for membership into local affinity group organizations.

Mamaroneck Equity in Education Leader (MEEL) Program
(to be implemented in 2021-2022)

Responsibilities

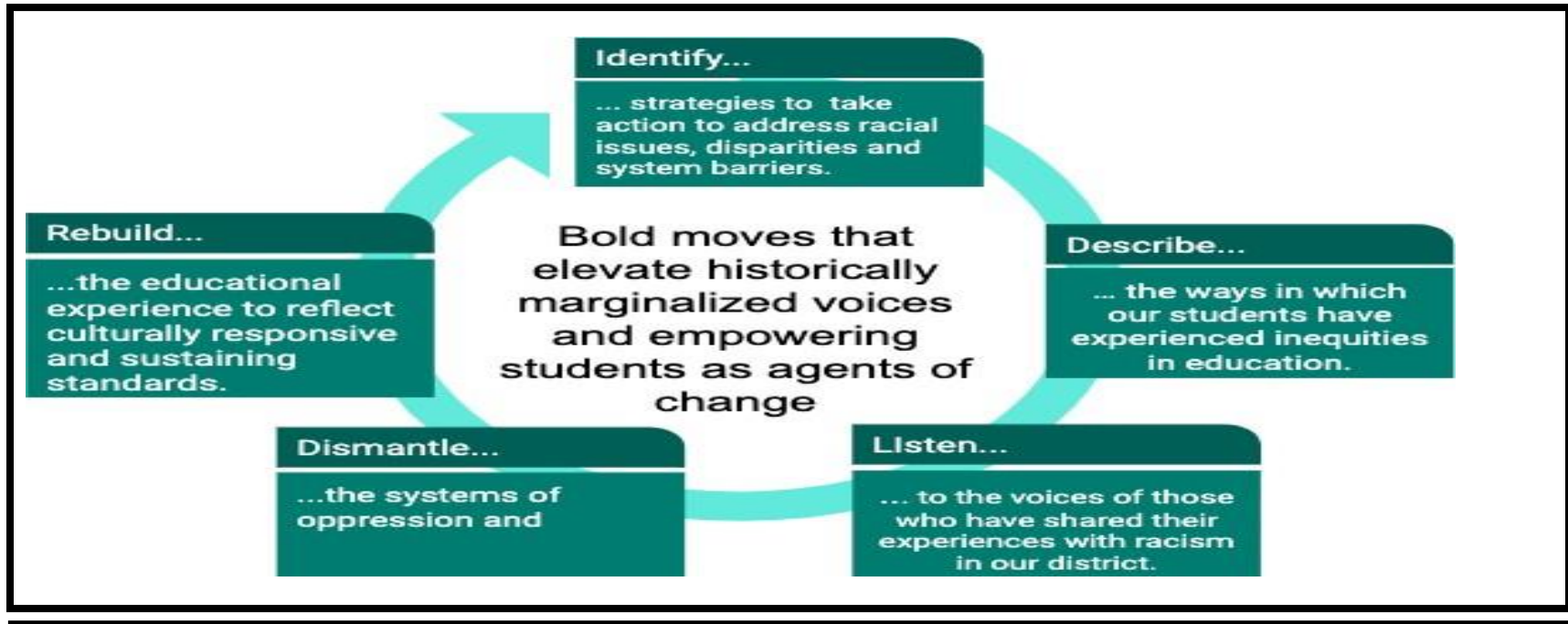
1. Serve on the DET Advisory Committee to review, update, and manage the District Equity Plan in conjunction with the DET co-chairs and Coordinator.
2. Meet monthly with the DET co-chairs and present updates at DET meetings.
3. Lead building-level equity teams and support school leadership in implementing accountability systems for equity.
4. Support staff in scheduling annual events and developing monthly activities that reflect the cultural experiences of the student body.
5. Support teachers in identifying material, resources, and programs for integrating and implementing equitable pedagogy in the classroom.
6. Develop and implement, in collaboration with school leaders and the PTA, District/school-wide family and community engagement events and activities that are relevant to all students.
7. Ensure that equitable access, inclusion, treatment of students, opportunities to learn, resources, and shared accountability are demonstrated on the school and classroom level.
8. Implement technical assistance and professional development for all stakeholders (staff, students, and families) in your school building.
9. Attend yearly professional development that addresses CRE and Equity to develop understandings and turn-key to staff.
10. Participate in the new teacher mentoring program, providing professional development and support.

Requirements

1. At least 4 years of teaching/student support experience.
2. Evidence of leadership responsibilities within and/or outside of your current assignment or school (club sponsor, grade-level leader, community outreach involvement).
3. In-depth knowledge of the NYSED Culturally Responsive-Sustaining Framework and commitment to equity in education.
4. Previous experience developing and providing professional development within and/or outside of your current position or school.
5. Ability to create presentations and evaluate various forms of data.
6. Two letters of reference, including one letter from your building principal which is to be submitted to the DET co-chairs
7. Participate in an interview conducted by members from the DET.

- *This is a stipend position.*

District Equity Team Year One Work Plan



Adjusted 2021-2020

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

Identify 2020-2021 S.M.A.R.T. Goals/Objectives: (Specific, Measurable, Achievable, Relevant, Timely)

Goal #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. This will include hiring an external equity auditor.

Goal #3: Empower students, particularly Black, Indigenous, and Students of Color, to be co-creators/designers of curriculum material (including student values, ideas, etc.) Centering student voices through focus groups, surveys, and interviews; providing continuous space and time for students to share their experiences, feedback, input, and suggestions for a more representative, relevant, and just curriculum.

Goal #6: 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.

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Goal	Steps to Implement	Stakeholder Group Impacted	Timeline	Collaborators to Achieve Goal and Resources Needed	Evaluation/ Check-in
<p>Goal #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. This will include hiring an external equity auditor.</p>	<ol style="list-style-type: none"> 1. Research equity groups to do a curriculum audit, get quotes, and select the best fit 2. Use a research-based framework for self-audit of the K-12 social studies curriculum 3. Create a District social studies curriculum audit team (includes social studies chairs, social studies teachers, elementary literacy specialists, and DET teachers) <ol style="list-style-type: none"> a. Create guiding questions for departments as they self-audit. <p>Pre-Audit</p> <ol style="list-style-type: none"> 1. Review the CRSE Framework with the audit team 2. Identify problematic and/or bias curriculum to be transformed, altered, or changed as soon as possible (prior to audit) and provide support/options for teachers in making appropriate changes. 3. 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 	<p>Students</p> <p>Social Studies Teachers</p>	<p>Begin February 2021</p> <p>February 2021</p> <p>Feb. 2021-March 2021</p> <p>March 2021-April 2021</p>	<p>DET Members</p> <p>Assistant Superintendent of Curriculum and Instruction</p> <p>Department Chairs</p> <p>Social Studies Teachers</p> <p>Resources: Audit frameworks to evaluate and potentially use.</p>	<p>July 2021 external auditor contract</p> <p>March 2021 DET Meeting: District curriculum audit team list and work plan.</p> <p>April 2021 DET Meeting: Presentation of audit tool.</p> <p>May 2021 DET Meeting: Progress update to be provided.</p>

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	<p><i>During Audit</i></p> <ol style="list-style-type: none"> 1. Surveys that solicit anonymous data on texts, grading practices, curriculum in general. 2. Self-audit using the DET's definitions of equity, diversity, and anti-racism as guideposts. 3. Interview teachers, students, and parents on the successes, challenges, questions of implementing a just and diverse curriculum. <p><i>Post Audit</i></p> <ol style="list-style-type: none"> 1. Develop an audit presentation to various stakeholder groups (e.g., DET, Faculty, etc.) that shares: <ol style="list-style-type: none"> a. Identify trends b. Research progressive curriculum, resources, and units to share with staff c. Provide helpful resources and next steps for the Social Studies department. d. Include student input from feedback sessions. 2. Include assessments and grading practices in audit framework. 		<p>May 2021- June 2021</p>		<p>June 2021 DET Meeting: Presentation of the Social Studies self-audit results and next steps.</p>
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MAMARONECK UNION FREE SCHOOL DISTRICT EQUITY AND WORK PLAN (DEP) 2020-2021

<p>Goal #3: Empower students, particularly Black, Indigenous, Students of Color, 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.</p>	<ol style="list-style-type: none"> 1. Solicit data and input from students through anonymous surveys, focus groups, and/or town hall meetings. 2. Read-throughs/reflection at staff meetings/small groups of @DoBetterMHS and @SheddingLight accounts. 3. Make immediate and long-term planning changes based on student feedback. 4. Allow students to also share methods/ideas for giving feedback or holding forums. 5. Develop a protocol or system for students to report and or share concerns, ideas, or questions about curriculum. Share this widely with students. 	<p>Students Teachers</p>	<p>March 2021 Student leaders will distribute surveys to be used at the high school level, to empower student voice around curriculum</p> <p>April 2021 Create norms, protocols, and feedback tool that are age appropriate to hold student forums.</p> <p>May 2021 Hold student forms at the high school level.</p>	<p><i>Collaborators</i></p> <ol style="list-style-type: none"> a. DET Members b. Mamaroneck Student Union Advisors c. Mamaroneck Student Union <p><i>Resources</i></p> <ol style="list-style-type: none"> a. Survey tool to be created or adopted. b. Zoom meetings. 	<p>December 2021 DET Meeting: Student leaders invited to the DET meeting</p> <p>February 2021 DET Meeting: Student leaders will review sample surveys.</p> <p>March 2021 DET Meeting: Update provided by student-leaders.</p> <p>April 2021 DET Meeting: Student leaders share feedback findings. DET members assist student-leaders in planning their forum.</p> <p>May 2021 DET Meeting: Student-leaders provide update.</p> <p>June 2021 DET Meeting: Share feedback from student forums and next steps.</p>
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MAMARONECK UNION FREE SCHOOL DISTRICT EQUITY AND WORK PLAN (DEP) 2020-2021

<p>Goal #6 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.</p>	<p>1. Create stipend positions for “Mamaroneck Equity in Education Leaders” (MEEL) for each school building. (see MEEL overview)</p> <ul style="list-style-type: none"> a. Develop a job description and advertise b. Create an interview process c. Recommend candidates to the BOE for the MEEL positions. d. Appoint MEEL for each school building. 	<p>Teachers</p>		<p>Assistant Superintendent of Human Resources</p> <p>School Building Leaders</p> <p>DET Subcommittee #1</p>	<p>February 2021 DET Meeting: Create and share of the job description.</p> <p>March 2021 DET Meeting: Create the selection process.</p> <p>April 2021 DET Meeting: Provide update on the hiring process.</p> <p>May 2021 DET Meeting: Update on recommended candidates.</p> <p>June 2021 DET Meeting: MEELs introduced to the DET.</p>
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Priority Area #2: Strengthening and creating opportunities, access, and educational quality for all students in our diverse community.

Identify 2020-2021 S.M.A.R.T. Goals/Objectives (Specific, Measurable, Achievable, Relevant, Timely)

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 in an effort to identify, acknowledge, and address these areas of concern.

Goal #2: Support building level advisory programs for all students (K-12) to promote social-emotional learning and anti-racist mindsets and foster an inclusive learning environment, in-person and remotely.

Goal #3: Create an academic support system and an equitable selection 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.

MAMARONECK UNION FREE SCHOOL DISTRICT EQUITY AND WORK PLAN (DEP) 2020-2021

Goal	Steps to Implement	Stakeholder Group Impacted	Timeline	Collaborators to Achieve Goal and Resources Needed	Evaluation/ Check-in
<p>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 in an effort to identify, acknowledge, and address these areas of concern.</p>	<ol style="list-style-type: none"> 1. DET co-chairs and central administration will share previous data overviews with the DET 2. Research and vet an external equity auditor for the 2021-2022 school year. This will involve members of subcommittee #2 selecting the top three potential auditors to present to the DET based on a clear selection process. 3. The DET will use consensus decision-making to recommend an external auditor for BOE approval. 	<p>All stakeholders</p>	<p>January 2021-February 2021</p> <p>March 2021-May 2021</p>	<p>Building Admins. Office of Data and Assessment DET Subcommittee #2 Members BOE</p>	<p>February 2021 DET Meeting: DET equity auditor committee to begin selection process.</p> <p>March 2021 DET Meeting: Presentation to DET of potential groups.</p> <p>April 2021 DET Meeting Presentations from the top 3 potential auditor firms. DET engage in consensus decision making for a BOE recommendation.</p> <p>May to June 2021 DET Meeting: External auditor hired to begin July 2021.</p>

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<p>Goal #2</p> <p>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>	<ol style="list-style-type: none"> 1. Conversations with Building Admins. to ensure antiracist mindsets are included throughout the year in the advisory programs. 2. Create and distribute surveys to teachers, students, and parents regarding their understanding of anti-racist mindsets and SEL supports needed. 3. Develop a plan based on survey results to strengthen the programs. 	<p>Teachers</p> <p>Teacher Assistants</p> <p>Students</p>	<p>February 2021</p> <p>DET building members will meet with building admins regarding their advisory programs (success, areas in need of growth)</p> <p>March 2021</p> <p>Distribute a survey to students, parents, and teachers regarding SEL regarding the Advisory program.</p> <p>April 2021</p> <p>Review survey results and prepare report and action plan to address findings.</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 Counselors</p> <p>Student Support Professionals</p>	<p>February 2021 DET Meeting: DET building-level members will share updates on their Advisory programs.</p> <p>March 2021 DET Meeting: Updates will be provided.</p> <p>April 2021 DET Meeting: Updates will be provided.</p> <p>May 2021 DET Meeting: Share survey results.</p> <p>June 2021 DET Meeting: Share next steps for supporting Advisory programs.</p>
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<p>Goal #3</p> <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> <p>a. Year one will focus on 8th grade accelerated Algebra Regents course.</p>	<ol style="list-style-type: none"> 1. Review selection criteria with Hommocks Middle School building administration and Math chairperson in order to better understand the process for recommendation. 2. 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. 3. Create a virtual mentor program to support students if needed. 4. Research and implement an equitable selection process to ensure objectivity. 	<p>7th and 8th grade students</p> <p>Mathematics teachers</p>	<p>February 2021</p> <p>Hommocks Middle School equity team will gather information on the selection process.</p> <p>March 2021</p> <p>April 2021-June 2021</p> <p>In conjunction with DET community leaders, create and pilot a free virtual math mentor tutor program with a tool to evaluate the impact.</p>	<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>February 2021 DET Meeting: Invite Hommocks Middle School A.P. to provide an overview of the 7th grade Summer Math Academy.</p> <p>March 2021 DET Meeting: of survey data and next steps.</p> <p>April 2021 DET Meeting: HMX building equity members will share updates</p>
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	<p>5. 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>6. 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>		<p>Collaborate with the DET curriculum committee on a possible action plan to address gaps in the K-7 Math curriculum vertical alignment to increase the success of student of all backgrounds in the 8th grade Algebra Math course.</p>		<p>May 2021 DET Meeting: HMX building equity team members will share updates</p> <p>June 2021 DET Meeting: Present to the DET the student case study findings, virtual math mentoring impacts, and the updated selection process.</p>
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Priority Area #3: Embedding community reflection and input to dismantle inequitable policies and reframing for equity.

Identify 2020-2021 S.M.A.R.T. Goals/Objectives: (Specific, Measurable, Achievable, Relevant, Timely)

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).

Goal #2: Partner with the Board of Education's Policy Committee to review and revise the District Code of Conduct to include antiracist mindsets and an equity lens by June 2021 (this includes a racially and ethnically based anti-bullying policy).

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Goal	Steps to Implement	Stakeholder Group Impacted	Timeline	Collaborators to Achieve Goal and Resources Needed	Evaluation/Check-in
<p>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).</p>	<ol style="list-style-type: none"> 1. Share the final draft of the Mamaroneck Equity in Education Policy at organized community forums (virtually) for comments. 2. Send an interest survey and application to community members. Set an initial meeting date for introductions and review of the Equity Plan, and create a meeting calendar for the rest of the year. 3. Meet quarterly, review and provide feedback on equity plan updates, continue to develop strategies to achieve S.M.A.R.T. goals. 4. Develop DET committee groups. 5. Hold DET “Community Forums” on topics around DEI and CR-SE and develop outreach to be inclusive of all stakeholders that create safe and braving spaces for conversations). 6. Develop criteria to celebrate equity champions. 	<p>All stakeholders</p>	<p>October 2020 Share the draft at community forums</p> <p>November 2020 Send an interest survey and application to the community for partnership.</p> <p>February 2021 to June 2021 Committees will meet and share updates.</p>		<p>December 2020 DET Meeting: First District-community equity team meeting held</p> <p>February 2021 DET Meeting: DET Ongoing Learning Committee will create a schedule of workshops in conjunction with DET community organizations.</p> <p>March 2021 DET Meeting: Subcommittees discuss and decide on the goals of focus for the 2021-2022 school year.</p> <p>April 2021 DET Meeting: Develop “Equity Champions” criteria to highlight students, educators, and community members who have embraced DEI initiatives. Work plan and goal review committee will share updates.</p> <p>May 2021 DET Meeting: Share feedback from community forums. Work plan and goal review committee will share updates.</p> <p>June 2021 DET Meeting: Celebrate Equity Champions. Final draft of the 2021-2022 work plan presented, and consensus decision-making.</p>

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<p>Goal #2</p> <p>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 2021.</p>	<ol style="list-style-type: none"> 1. Form a team of stakeholders from the DET and BOE to complete the tasks outlined below. 2. 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. 3. Review Discipline Data provided by the Office of Data and Assessment. 4. Review current Codes of Conduct (elementary, middle, and high school) and make recommendations for immediate changes to make language, policies, practices, etc., equitable. 5. Create and include specific protocols for addressing race and 	<p>Students, parents, Teachers, school administrators, and Board members.</p>	<p>February 2021</p> <p>February to March 2021</p> <p>April 2021: Edit document.</p> <p>April-May 2021: Prepare presentation.</p>	<p>District Equity Team Members</p> <p>Students</p> <p>Families</p> <p>DASA coordinator</p> <p>Administrators tasked with 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>	<p>February 2021 DET Meeting: DET Code of Conduct committee will meet and create a review schedule.</p> <p>March 2021 DET Meeting: Code of Conduct committee provides updates.</p>
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	<p>ethnic-based incidents (racial bullying).</p> <p>6. Review other schools' policies to find common language, strategies, etc. that are used in their Codes of Conduct. Excerpts to be analyzed from Baltimore, Denver, Philadelphia, Los Angeles, and Buffalo, which can be found HERE.</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>May to June 2021</p>		<p>May 2021 DET Meeting</p> <p>Share the draft document for comment period.</p>
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	<p>9. 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>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>Present to Stakeholders for comment and further editing.</p> <p>June 2021 Present to the Board of Education</p> <p>July 2021 Approved and adopted by MUFSD Board of Education.</p> <p>September 2021 Professional development to ensure all stakeholders understand the principles and ethics behind the code.</p> <p>May 2022 Review and analyze all discipline data.</p>		<p>June 2021 DET Meeting share process and finalized draft set for approval by the BOE.</p>
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