

Mamaroneck Schools District Equity Plan & 2023-2024 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. This 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

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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

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

THE STRATEGIC PLAN

PRIORITY AREA 1

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

GOAL 1

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	Collaborators to Achieve Goal / Resources Needed	Timeline	Evaluation / Check-In	Stakeholder Group Impacted
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<p>1) Create a glossary of terms related to Diversity, Equity, Inclusion, and Belonging (DEIB) and include examples of each. Be sure to include positive terms such as <i>inclusion, belonging, etc.</i></p>	<p>Asst. Sup. for Curriculum and Instruction, DET Co-Chairs, DET Glossary Subcommittee</p>	<p>Oct 2023 - Dec 2023 Review progress from the previous year. Evaluate definitions and citations and revise. Create the final layout.</p> <p>Jan 2024 Determine steps for sharing the glossary with staff. Draft an introduction.</p> <p>Feb 2024 Gather feedback from other DET members & colleagues.</p> <p>March 2024 Meet with the technology team to determine where this tool will live digitally.</p> <p>Mar 2024 - May 2024 Update glossary as needed and finalize plan for rollout</p>	<p>Oct 2023 New team established and process of goal refinement documented.</p> <p>Nov - Dec 2023 Meet as a subcommittee and document progress.</p> <p>Jan - Feb 2024 Glossary shared with DET for discussion and feedback. Highlight changes, updates, challenges, and successes.</p> <p>Feb 2024 Check-in with DEIB Director & DET Co-Chairs to discuss next steps.</p> <p>March 2024 Share the rollout plan</p>	<p>All stakeholders</p>
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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	Collaborators to Achieve Goal / Resources Needed	Timeline	Evaluation / Check-In	Stakeholder Group Impacted
<p>2) Appoint Mamaroneck Equity in Education Leaders (MEELs) who will:</p> <ul style="list-style-type: none"> a) Form building-level equity teams which assist in accomplishing the District Equity Plan (DEP) elements on the building level b) Collaborate with building-level equity team members to share resources, strategies, etc., to be included in presentations at faculty meetings and available on the faculty Google 	<p>Building Principal, MEELs, and Building-Level Equity Team Members</p>	<p>Oct 2023 Form Building-Level Equity Teams MEELs granted "teacher" role on faculty's Google Classrooms</p> <p>MEELs create the following topics: "DEIB Resources" (Diversity, Equity, Inclusion, and Belonging) and "DEIB Learning Opportunities"</p> <p>Meet with the principal's secretary to schedule meetings</p>	<p>Oct 2023 Record/submit names and contact information for all members</p> <p>Record/submit schedule of at least two PD offerings to DET Co-chairs</p> <p>Oct 2023 - Jun 2024 Share all meeting agendas and notes with DET Co-chairs</p>	<p>Building Administrators, MEELs, Building-Level Equity Team Members, and Faculty</p>

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<p>Classrooms. c) Present at at least two faculty meetings during the school year</p>		<p>throughout the school year</p> <p>Collaborate with principal to create a schedule of PD offerings for at least two faculty meetings during the school year</p> <p>Oct 2023 - May 2024 MEELs post presentations made at faculty meetings on Google Classroom</p> <p>MEELs and equity team members seek out and post learning opportunities on Google Classroom</p> <p>Apr 2024 MEELs collaborate to create District-wide surveys for faculty feedback on PDs offered at faculty meetings</p> <p>May 2024 Surveys disseminated and MEELs collaborate to discuss findings as well as possible modifications to be made for the 2024-25 school year</p>	<p>Apr 2024 Create a District-wide survey for faculty and staff who attended DEIB-focused workshops/PD</p> <p>Collaborate with DET Co-Chairs to finalize survey</p> <p>May 2024 Present findings and suggested modifications for the 2024-25 school year at final DET meeting</p>	
Steps To Implement	Collaborators to Achieve Goal / Resources Needed	Timeline	Evaluation / Check-In	Stakeholder Group Impacted
<p>3) MEELs co-facilitate <i>Belonging</i> teams to complete interviews, disaggregate data, and draft solutions to address areas of concern</p>	<p>Building Principals, MEELs, Belonging Team Members</p>	<p>Oct 2023 Recruit (if necessary) Belonging Team members. Belonging and Building-Level Equity Teams may be combined.</p> <p>Collaborate with the principal to create a schedule of meetings</p> <p>Convene with Belonging Team and provide status updates as well as plans of action in conjunction with DEIB Director</p> <p>Jan 2024 Refine and implement plans of</p>	<p>Oct 2023 Record list of Belonging Team members</p> <p>Share meeting schedule with Director of DEIB</p> <p>Jan 2024 Update the Director of DEIB plans of action, etc.</p>	<p>Building Principal, MEELs, Belonging Team Members</p>

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		<p>action</p> <p>Mar 2024 Assess plans of action and their effect</p> <p>May 2024 Provide final report to Director DEIB</p>	<p>Mar 2024 Update the Director of DEIB regarding progress</p> <p>May 2024 Provide final report to Director DEIB</p>	
Steps To Implement	Collaborators to Achieve Goal / Resources Needed	Timeline	Evaluation / Check-In	Stakeholder Group Impacted
<p>4) MEELs will engage in PD with New York Times Best Seller and Equity expert, Britt Hawthorne, to create a multi-year cycle of diverse celebrations and observances and design them to affirm stakeholders in our community</p>	<p>Director of DEIB, DET Co-chairs, and MEELs.</p>	<p>Aug 2023 Director of DEIB and DET Co-chairs create goals for PD</p> <p>Sep 2023 to May 2024 MEELs meet with Britt Hawthorne for monthly PD</p>	<p>Oct 2023 DET Co-chairs present the plan and goals to the DET</p> <p>Jan 2024 DET Co-chairs update the DEIB Director and DET on progress</p> <p>May 2024 DET Co-chairs present final update to the DET</p>	<p>All stakeholders</p>
<p>5) The Superintendent, Central Administrators, and the Director of DEIB will make DEI-focused presentations at Administration Council meetings at least twice yearly.</p>	<p>Superintendent, Director of DEIB</p>	<p>Sep 2023 to Dec 2023 Meeting agendas to be created by DEIB Director based on areas of need</p> <p>Jan 2024 to May 2024 Meeting agendas to be created by DEIB Director based on areas of need</p>	<p>DATES TO BE DETERMINED Administrators (including coordinators, directors, et al.) record ways in which DEIB 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</p>	<p>Superintendent, Central Administrators, Director of DEIB, Building Administrators, Directors, Coordinators,</p>

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Steps To Implement	Collaborators to Achieve Goal / Resources Needed	Timeline	Evaluation / Check-In	Stakeholder Group Impacted
6) Continue to audit subject areas on the secondary level for cultural responsiveness. Social Studies and English Language Arts (ELA) will be the focus in the 2023-24 school year	Assistant Superintendent of Curriculum & Instruction, Director of Humanities, Director of DEIB, Directors, Department Heads, Center for Professional Education of Faculty, (CPET - Columbia University)	<p>Sep 2023 - Oct 2023 Follow-up with those already involved in the audit process (Social Studies department heads, directors, et al.) and include other necessary faculty</p> <p>Start the process of auditing the ELA curriculum on the secondary level</p> <p>Nov 2023 to Feb 2024 ELA department PD sessions with CPET to audit the secondary ELA curriculum</p> <p>Mar 2024 to Apr 2024 Social Studies chairs provide a summary of updates made to each curriculum area</p> <p>May 2024 to June 2024 Create strategies to incorporate new updates into the curriculum for the 2024-25 school year</p> <p>September 2023 - June 2024 Pre-K - 5th Grade SEQUITY - Schools will hold assemblies regarding each domain of the framework</p> <p>Continue with professional development for teachers</p> <p>Monthly Book Buzz from Lorraine Leddy includes a book and teacher resources to support classroom conversations.</p>	<p>Feb 2024 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 the next steps</p> <p>April 2024 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 updating the curriculum (new subject area)</p> <p>May 2024 Provide updates outlining successes and challenges involved in the process including next steps for the upcoming year</p>	Directors, Department Heads, Social Studies and ELA teachers.

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GOAL 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.

Steps To Implement	Collaborators to Achieve Goal / Resources Needed	Timeline	Evaluation/Check-In	Stakeholder Group Impacted
1) Secondary students of color will travel to Washington, DC (May 21-22, 2024) and visit the National Museum of African American History and Culture, Howard University, and the national monuments.	HMX Director of Student Life, DET Co-Chair, MHS BIPOC Club Advisors	<p>Nov 2023 Collaborate with District business office and tour company to approve contracts and necessary insurance</p> <p>Create and disseminate interest surveys.</p> <p>Peruse responses using a rubric and select students. Create a waiting list for others interested.</p> <p>Dec 2023 Provide status update to MSF grant committee</p> <p>Schedule and host parent & student meetings. All students register.</p> <p>Jan 2024 to Apr 2024 Schedule pre-trip meetings for students.</p> <p>May 2024 Make final plans for the trip.</p> <p>Schedule post-trip meeting with parents and students.</p>	<p>Dec 2023 Provide updates to HMX and MHS principals.</p> <p>Jan 2024 Share developments with HMX and MHS principals.</p> <p>Feb 2024 Share developments with HMX and MHS principals.</p> <p>May 2024 Share report and future plans with HMX and MHS principals.</p>	Secondary students of color

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

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opportunity gaps. Identify and acknowledge these areas in conjunction with an external equity auditor.

Steps To Implement	Collaborators to Achieve Goal/Resources Needed	Timeline	Evaluation/Check-In	Stakeholder Group Impacted
1) Continue work with Dr. Floyd Cobb and John Krownapple of Dignity Consulting to provide professional consultation focused on faculty's, staff's, and students' sense of belonging.	Superintendent, Building Administrators, Director of DEIB, DET Co-Chairs, Belonging Teams, and MEELs.	<p>Oct 2023 Schools engage in individual coaching to create school-based plans using the data from surveys.</p> <p>Nov 2023 Implementation of plans begins at each school.</p> <p>Feb 2024 School Belonging teams come together to share updates of their plan and to collaborate to create the next phase.</p> <p>Mar 2024 Readminister student surveys to grades 5-12.</p> <p>April 2024 Analysis of data regarding student responses to inform future plans.</p>	<p>Oct 2022 Superintendent informs MAMK community of the goal for the consultants this year,</p> <p>February 2024 Share findings from the faculty & staff and action plan with Board of Education, Central & Building Administration, faculty & staff, families/community</p> <p>April 2024 Share student survey findings and action plan with Board of Education, Central & Building Administration, faculty & staff, families/community</p> <p>May 2024 Seek and share feedback on the anticipated efficacy of the plan shared.</p>	All District employees and students

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	Collaborators to Achieve Goal/Resources Needed	Timeline	Evaluation/Check-In	Stakeholder Group Involved
1) Provide a brave space and 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.	Building Administrators, MEELs, Building-Level Equity Team Members	<p>Oct 2023 MEELs, building-level equity/Belonging teams facilitate regular meetings.</p> <p>Share texts, articles, or other</p>	<p>Nov 2023 Share meeting schedules, and texts to be read,</p> <p>Nov 2023 - May 2024 Building-level equity teams and</p>	Building Administrators, Faculty, Support Staff, and Students

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		<p>resources for study curated Post on a Google Classroom if necessary.</p> <p>Nov 2023 - May 2024 Schedule faculty meetings with MEELs with a focus on ABAR work.</p> <p>Share PD opportunities with staff.</p> <p>PD opportunities led by the DEIB.</p>	<p>faculty meet as scheduled</p> <p>May 2024 Survey faculty/attendees for 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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Goal 4

Enhance a K-12 Restorative Practice and implement and support to build a collective school community.

Steps To Implement	Collaborators to Achieve Goal/Resources Needed	Timeline	Evaluation/Check-In	Stakeholder Group Involved
1) Hommocks 6th-grade teachers will take PD focused on Restorative Justice practices.	HMX Assistant Principal, 6th Grade Teachers,	<p>September 2023 Training Session #1 - All 45 teachers and administrators will engage in professional development on how to implement a culture of restorative practices</p> <p>November 2023 Training Session #2 - Continue the work in training session #1</p>	<p>September 2023 - May 2024 Director of DEIB and HMX administration team check-ins</p>	HMX assistant principals, Director of DEIB

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<p>2) Dignity Workshops for grade level "student ambassadors".</p>	<p>HMX Assistant Principal, 6th Grade Teachers, 7th Grade Teachers, Counselors, Director of DEIB.</p>	<p>October 2023 Group of 7th Grade students participate in "Dignity Workshops"</p> <p>December 2023 Group of 6th Grade students participate in "Dignity Workshops."</p> <p>January 2024 Group of 6th and 7th grade students participate in "facilitators" workshop.</p>	<p>September 2023 Meet with consultants to discuss workshop options and action plans.</p> <p>October 2023 Meet with MEELS and counselors to discuss workshops and specific details regarding student participation.</p> <p>February 2024 Evaluation of workshops with student focus groups and begin creating plans for 2024-2025</p>	
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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	Collaborators to Achieve Goal / Resources Needed	Timeline	Evaluation / Check-In	Stakeholder Group Impacted
<p>1) The DET will brainstorm and facilitate community-wide event(s) that support ongoing learning around Diversity, Equity, Inclusion, and Belonging in the community.</p>	<p>Community Organizations, Director of DEIB, DET Co-Chairs, DET Community subcommittee members,</p>	<p>Oct 2023 Review progress from the previous year. Determine goals and areas of focus.</p> <p>Incorporate new ideas from community organizations and other DET subcommittee members when planning community events</p> <p>Oct 2023 - Nov 2023 DET Community Organizations</p>	<p>October 2023</p> <p>Jan 2024 - May 2024 Community-wide events facilitated by community organizations</p> <p>Dec 2023 Finalize plans for events. Seek</p>	<p>Community Stakeholders</p>

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		<p>select/suggest possible events to sponsor and lead planning sessions. DET members provide support based on interest. Teams meet on their own to solidify plans, set dates for events, confirm target stakeholder groups, identify the resources needed, agree on focus topics, etc.</p> <p>Dec 2023 Confirm events, dates and locations to be sponsored by community organizations represented on the DET.</p> <p>Jan 2024 Communicate events to the larger Mamaroneck community (with appropriate translation) Execute events between January and May 2024</p>	<p>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> <p>Prepare and present a report to the DET at the final meeting of the year.</p>	
Steps To Implement	Collaborators to Achieve Goal/Resources Needed	Timeline	Evaluation/Check-In	Stakeholder Group Impacted
2) Edit and disseminate DET Membership Applications		<p>Jun 2024 DET application sent to families, current and former DET members, and District staff, and posted on the District website</p> <p>Superintendent encourages community organizations (STEM Alliance, Interfaith Council, Community Resource Center, Police Departments, PTA, etc.) to apply</p> <p>Request student representation from advisors of the MHS Multicultural Student Union and other Student Affinity Groups</p> <p>Aug 2024 Resend DET application</p>	<p>Jun 2024 Report the number of applications received prior to summer break</p> <p>Sep 2024 Provide a progress report to the Superintendent, Assist. Superintendents and DEIB Director</p> <p>New and continuing DET members were notified and the meeting schedule shared.</p>	Community stakeholders

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		<p>Sep 2024 Send final reminder to apply</p> <p>Gather a team of MEELs and DET Co-chair to peruse and rate applications</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	Collaborators to Achieve Goal/Resources Needed	Timeline	Evaluation/Check-In	Stakeholder Group Impacted
<p>1. The Board of Education Liaison to the DET will partner with the DET Policy Committee to review District policies using an equity lens and make suggestions to be adopted in the following school year.</p>	<p>BOE Liaison, Director of DEIB, DET Co-Chair, and the DET Policy Review Committee</p>	<p>Oct 2023 Welcome former policy review committee members to rejoin. Recap the previous year's process, challenges, and successes, including accepted recommendations. Brainstorm strategies that will result in successful review and revision.</p> <p>Nov 2023 Members review other policies and make additional recommendations using the rubric</p> <p>Request ongoing meetings with the BOE Policy Review Committee</p> <p>Dec 2022 - Feb 2023 The DET Policy Review Committee summarizes recommendations and present them to the Board Policy Review Committee.</p> <p>Mar 2023 - Apr 2023 BOE Liaison to the DET leads revision efforts by scheduling a meeting with the Board Policy</p>	<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>	<p>To be determined</p>

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		<p>Committee and the DET Policy Review Committee to discuss proposed reviews and rationale behind the proposed changes.</p> <p>May 2023 The DET Policy Review Committee provides a written update to the DET for feedback. Feedback is presented to the BOE Policy Review Committee.</p>		
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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	Collaborators to Achieve Goal/Resources Needed	Timeline	Evaluation / Check-In	Stakeholder Group Impacted
1. Create a list of criteria to be met when creating and posting information germane to all stakeholders in the District.	The Director of DEIB, Communications Director	<p>Nov 2023 The Director of DEIB meets with the Communications Director to discuss the goal and rationale.</p> <p>Dec 2023 to Jan 2024 Communications Director researches best practices</p> <p>Communications Director collaborates with the Director of DEIB to draft a set of criteria</p>	<p>Feb 2024 Director of Public Information consults with DEC, and DEIB Director regarding created criteria</p> <p>Feb 2024 Criteria submitted to Board Liaison and Superintendent</p> <p>April 2024 Criteria presented at DET meeting for feedback</p> <p>May 2024 Criteria adopted</p>	All stakeholders

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	Collaborators to Achieve	Timeline	Evaluation / Check-In	Stakeholder Group
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	Goal/Resources Needed			Impacted
1) Resume Faculty and Staff Affinity Group meetings	The Director of DEIB, DET Co-Chairs, MEELs	<p>Nov 2023 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 2023 - May 2024 Meet as planned and provide social-emotional, professional and other support</p>	<p>Dec 2023 Share a progress report with central administration and DET members</p>	Faculty and staff of Color
2) Resume My Brother's Keeper (MBK) and My Sister's Keeper (MSK) meetings on the secondary levels	The Director of DEIB, the DEC, High School Social Worker, High School Principal, and secretary	<p>Nov 2023 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 2023 - May 2024 Meet as planned and provide social-emotional and other support</p>	<p>Nov 2023 Present progress report to DET</p> <p>May 2024 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 that would they like to change?</p>	Students of color