



Monroe 2-Orleans BOCES
EQUITY PLAN



EQUITY STATEMENT

Monroe 2-Orleans BOCES is dedicated to creating welcoming and affirming environments for all staff, students and community members. In 2022, the organization adopted the following equity statement:

Monroe 2-Orleans BOCES is a service organization committed to creating an inclusive, responsive, safe environment and promoting a sense of belonging that allows everyone to learn and grow. We are dedicated to embracing kindness, empathy, curiosity, and diversity. Our organization will ensure that communication and decision making are done respectfully and responsively by honoring the diverse perspectives of all.



INCLUSIVITY ACTION COMMUNITY

BOCES 2's Diversity, Equity and Inclusion Committee

In 2022, Monroe 2-Orleans BOCES built a team of dedicated individuals to represent the entire organization, and guide efforts to nurture an environment which allows for the success and fulfillment of every member of the BOCES 2 community through a focused lens on Diversity, Equity and Inclusion (DEI). Inclusivity Action Community (IAC) members participate in monthly meetings, provide critical feedback on important organizational work and serve as departmental liaisons to implementation. These individuals are committed to ensuring all have the opportunity to succeed, engaging in challenging and empowering conversations, exploring biases and personal perspectives and making a difference.

Through meetings, the group has helped guide professional development for staff, driven decision-making processes for programming, evaluated spaces and celebrations and have worked collaboratively to promote inclusion.

If you would like to join the committee, please notify a member of the IAC.

Committee Members

Administration

Jo Anne Antonacci
Marijo Pearson
Michelle Ryan
Thomas Schulte

BOCES 2 Board

Gerald Maar

Career and Technical Education

Theresa Alampí-Cortez
Paula Boughton
Carol Lupisella
Lisa McConville

Center for Workforce Development

Casey Karger

Communication and Technology Services

Jennifer Merkel
Beth Nash

Department for Exceptional Children

Jayden Abrams
Carol Beaty
Colleen Dox-Griffith
Elizabeth Grip
Annalise Johnson-Smith
Kayla Reed

Monroe/Orleans Accountability, Assessment and Reporting Services (MAARS)

Lorena Stabins

Office of Curriculum, Instruction and Professional Development

Janet Hess
Sabrina Nudo
Cori Smith

Office of Finance

Kimberly Patti
Amy Sassenhausen
Wendy Vergamini

Office of the District Superintendent

Kelly Mutschler

Westside Academy

Martha Willis

Operations and Maintenance

Stephen Oblick

The committee is supported by Monroe One BOCES Director of Diversity and Equity Planning Svetlana Stowell.



Governance

Establishing an organizational Diversity, Equity and Inclusion Committee that is representative of all stakeholders, including students

Action Items	Person(s) Responsible	Timeline	Implementation
<p>Equity Policy Development</p> <ul style="list-style-type: none"> Review policy samples from professional organizations and other BOCES/districts for ideas Seek board approval Policy to be adopted 2022-23 	<p>Cabinet Inclusivity Action Community (IAC) Extended Cabinet Labor Relations</p>	<p>Summer 2021 – June 2023</p>	<ul style="list-style-type: none"> Review Both the NYSED Call to Action and Policy Statement with all staff Create policy revision process that includes reviews and recommendations from Labor Relations, IAC and Cabinet.
<p>Review/revise Mission, Vision, Core Values and Strategic Goals through DEI lens</p>	<p>Cabinet IAC Extended Cabinet</p>	<p>Summer 2021 Spring 2022</p>	<ul style="list-style-type: none"> Review every 3-5 years through the following process: Cabinet engages in a full review and makes any recommendations for change IAC reviews recommendations to ensure alignment to the BOCES 2 Equity Statement Extended Cabinet provides further feedback
<p>Review existing policies to ensure alignment to BOCES 2 Equity Statement through DEI lens</p>	<p>Cabinet Labor Relations BOCES 2 Board IAC</p>	<p>2023-24 and ongoing</p>	<ul style="list-style-type: none"> Research tools to review policies through DEI lens Review policies and provide feedback Present revised policies for BOCES Board approval
<p>Create and regularly convene a DEI committee comprised of stakeholders representing all BOCES 2 programs and services</p>	<p>Cabinet IAC Steering Committee</p>	<p>Fall 2021 and ongoing</p>	<ul style="list-style-type: none"> Develop Cabinet-driven purpose and charge for the IAC Uniformly roll-out of BOCES 2 Equity Plan and integration Consider parents and students for the IAC

Teaching and Learning

Address the need for inclusive and culturally responsive teaching and learning, including but not limited to:

- Curricula in all content areas
- Books and instructional materials
- Pedagogical practices and professional development
- Classroom groupings policies and practices
- Student support systems for all developmental pathways
- Full and equitable opportunities to learn for all students
- Multiple assessment measures

Action Items	Person(s) Responsible	Timeline	Implementation
Development and implementation of BOCES 2 Equity Plan for Professional Learning – Agency Wide based on the Culturally Responsive Sustaining Framework released by NYSED	Professional Learning Team (PLT) Curriculum, Instruction and Professional Development (CIPD) IAC School Library System (SLS)	2022 and ongoing	<ul style="list-style-type: none"> • Develop BOCES 2 Equity Plan for Professional Learning: three-year scope and sequence with PD sessions and Meeting in a Box materials for all departments • Turnkey resources from other departments, such as the Mid-West Regional Bilingual Resource Network (RBERN), throughout the agency • Offer Professional Learning to support teaching and learning in culturally responsive content • Need to develop Meeting in a Box materials for the organization aligned to 4 principles of framework for use 2022-23 and beyond • Create a learning pathway to meet everyone where they are • Plan to educate all staff • Develop heritage month suggested calendar and equity space audit with check-ins annually • Create and develop learning opportunities for those who don't yet understand the importance of this work and how essential it is in any educational space • Implement and integrate Diversity, Equity and Inclusion (DEI) and Culturally Responsive and Sustaining Education (CRSE) best practices into BOCES 2 Professional Learning Plan • Offer book studies to help shift mindset and ground the work in research • Develop identity work activities • Begin with welcoming and affirming environment • Focus on mind shift and design activities to help with that • Bring clarity and separation between political and educational viewpoints and the workspace • Develop protocol on modeling open/honest conversation, transparency • Protocols how to keep conversations around equity focused on the person(s) • Determine timeline and Superintendent Conference Days • Review of all Internal Catalog Professional Development sessions to ensure for Diversity, Equity and Inclusion embedded in all • Include diversity, equity and inclusion professional development in New Staff Orientation with intentional work on CRSE Framework and the why for our work

Teaching and Learning (continued from page 5)

Action Items	Person(s) Responsible	Timeline	Implementation
Diversity, Equity and Inclusion are consistently reflected in BOCES 2 curricula	Instructional Programs CIPD IAC	2023-24 and ongoing	<ul style="list-style-type: none"> • Review all written curriculum using a systemic approach to ensure curriculum and resources represent the students in our classrooms and our community at large • Engage in curriculum writing to revise curricula documents to ensure equity • Create sample learning activities for regular use in the classrooms around the welcoming and affirming environment principle • Support students in creating and running student-led initiatives • Develop community circles with students and have them share their perspectives and insights into topics • Design safe space for students to have conversations and opinions • Encourage student activities related to culture (i.e., bring in foods related to culture)

Family and Community Engagement

Ensure family and community engagement practices are based on mutual trust, confidence and respect

Action Items	Person(s) Responsible	Timeline	Implementation
Communication is consistently provided agency wide regarding our commitment to and progress on diversity, equity and inclusion	Cabinet Extended Cabinet IAC Office of Communications	2022-23 and ongoing	<ul style="list-style-type: none"> Develop communication plan to all stakeholders including use of <ul style="list-style-type: none"> DEI web page, department meetings, program newsletters, and social media. Ensure equity statement is part of all communications <ul style="list-style-type: none"> Departments review Handbooks, Code of Conduct, Classified Handbook, newsletters, etc. to include BOCES 2 Equity Statement or equity statement
Assess BOCES 2 culture and climate through multiple means (i.e. surveys, interviews, focus groups, informal gatherings, etc.) to collect diverse stakeholder impressions and experiences, using questions that consider issues of diversity equity, and inclusion	IAC Cabinet Individual Departments	Summer/Fall 2023 and ongoing	<ul style="list-style-type: none"> Utilize DEI tools provided by NYSED including legal updates and best practices Survey all stakeholders (internal/external) and review data Utilize survey data to drive continuous improvement
IAC provides regular share outs from meetings, charge of the committee and action steps	IAC Steering Committee	2022-23 and ongoing	<ul style="list-style-type: none"> Share updates with Cabinet monthly Post updates to family and community on external webpage
Curate and communicate relevant resources from professional organizations	IAC Extended Cabinet Director of Diversity and Equity Planning	2022-23 and ongoing	<ul style="list-style-type: none"> Establish DEI internal/external web pages Reviews resources on DEI and update family and community on external website
Increase program accessibility to post-secondary students with and without disabilities	Cabinet Center for Workforce Development (CWD)	2023-24 and ongoing	<ul style="list-style-type: none"> Advocate to SED and NYS Legislature for increasing EPE reimbursements for students who need a high school equivalency or English language learning Seek partnerships and resources to support adults with disabilities in successfully accessing programming and services

Family and Community Engagement (continued from page 7)

Action Items	Person(s) Responsible	Timeline	Implementation
Establish connections with community partners who can help meet student needs	Cabinet Extended Cabinet Related Services IAC	2022-23 and ongoing	<ul style="list-style-type: none"> • Participate in Regional Equity Network (REN) • Participate in NYS BOCES-wide DEI network
Create opportunities to build relationships with families to learn and celebrate all learners	Instructional Programs	2023-24 and ongoing	<ul style="list-style-type: none"> • Seek out parent representatives on IAC and increase opportunities for parents for further their learning in this area • Provide additional opportunities for town meetings with families etc. • Implement celebrations of staff and students – shining stars, etc.

Workforce Diversity

Practices and policies for the recruitment and retention of a diverse workforce in all areas and levels

Action Items	Person(s) Responsible	Timeline	Implementation
Develop system to gather and review current staff and student diversity data	Instructional Programs MAARS Office for Human Resources	Winter/Spring 2022-23 and ongoing	<ul style="list-style-type: none"> Identify data sources and develop plan to review an use What elements of diversity? Consider subcommittee to identify diversity data
Examine and adjust recruiting, hiring and retention practices	Office for Human Resources All BOCES Departments	2023-24 and ongoing	<ul style="list-style-type: none"> Convene sub-committee to review current practices and: Work with REN and local districts and BOCES to research best practices in recruiting/hiring Work with post-secondary partners to attract their diverse graduates into our agency Develop standard questions that we want in all interviews Train interviewers on implicit bias training to help examine hiring and recruiting practices Explore flexible practices to help staff who may be facing barriers that may be preventing them from getting to work Work to develop best practices for retaining staff and holding training opportunities for support of all staff during these regular sub-committee meetings
Examine opportunities to support and nurture advancement of staff	Extended Cabinet Cabinet Office for Human Resources	2023-24 and ongoing	<ul style="list-style-type: none"> Identify current efforts Analyze opportunities for development and/or advancement for all staff (instructional and non-instructional) Continue/Implement ongoing staff recognition for contributions to BOCES

Diverse Schools, Programs and Learning Opportunities

Take creative steps to enhance the level of socioeconomic and racial diversity within schools (even if the student population is relatively homogeneous). Ensure coursework, programs and activities are accessible to all students, regardless of their disability status, native language, income level or any other basis

Action Items	Person(s) Responsible	Timeline	Implementation
Analysis of student subgroup data – performance, course enrollment (secondary), suspension, attendance and discipline	Instructional Programs MAARS	2023-24 and ongoing	<ul style="list-style-type: none"> • Develop a reporting structure and process to review data on a regular basis, viewing data through an equity lens • Share data with relevant stakeholders and develop action steps
Create learning spaces and resources that encourage student voice and equitable access for all	Instructional Programs	2023-24 and ongoing	<ul style="list-style-type: none"> • Diversify learning resources to best meet needs of all students • Determine barriers to equal access for all and create a plan to mitigate • Implement community circles to give voice to all students

Student Supports, Discipline and Wellness

Districts should consider:

- Programs and practices that enhance all students' self-identity, self-confidence and self-esteem.
- Implementing non-discriminatory discipline policies and practices.
- Focusing on the well-being of the "whole child" by always considering and addressing the full range of student developmental pathways

Action Items	Person(s) Responsible	Timeline	Implementation
Review/Revise Code of Conduct through DEI restorative lens	IAC Instructional Programs Cabinet Board	2023-24 and ongoing	<ul style="list-style-type: none"> • Create an IAC subcommittee to: <ul style="list-style-type: none"> • Review current agency Code of Conduct • Make recommendations for revisions to ensure non-discriminatory discipline policies and practices • Research best practices for DEI with respect to discipline • Present feedback to the Code of Conduct committee consisting of CTE, Exceptional Children, Labor Relations, and Assistant Superintendent for Instructional Programs who will review, revise and share with Cabinet and the Board for final review.
Conduct an annual culture and climate student survey and identify areas of improvement	Instructional Programs IAC	2023-24 and ongoing	<ul style="list-style-type: none"> • Create an agency-wide culture and climate student survey that is <ul style="list-style-type: none"> • Developed by IAC subcommittee • Administered by Instructional Programs, who will then analyze results and create a data-driven plan to meet areas of opportunity • Develop partnerships with community agencies to address areas of identified student need.
Develop and implement student programs focusing on the whole child including students' self-identity, self-confidence and self-esteem.	Instructional Programs IAC	2023-24 and ongoing	<ul style="list-style-type: none"> • Create a subcommittee that includes Instructional Program and IAC representatives to develop and implement programs emphasizing student well-being to include but not limited to restorative practices and social emotional learning competencies

