



Welcome To The Equity Process

Meeting The Equity Team
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Our Mission

Our Mission Statement:

Through social and academic discourse, coaching, leadership, and the implementation of research-based practices, our mission is to create a symbiotic relationship between equity, anti-bias and cultural inclusivity.

TEP Purpose/Vision

To disrupt racist and biased practices/policies that create inequities in BIPOC spaces in school communities through collective work and understanding of current local and state trends.

“We are these & those kids...”



Founder and CEO

Cyndi Weekes Bradley was born in Barbados. She immigrated with her family to America in 1980. She was raised in Dorchester, Ma, and attended Boston Public Schools including one of its examination schools. She has over 20-years of school-based experience within teaching and leadership, spanning from early childhood education through post-secondary education. She is a CAST-UDL Certified Train-The-Trainer and a certified PBIS Coach. She holds a Bachelor of Art with a major in sociology and a minor in child psychology from the University of Massachusetts. She also holds a Master of Art in Teaching from Simmons University (Formerly Simmons College - Class of 2006). Also, she has attained a professional certification in Urban Leadership from Harvard University's National Institute for Urban School Leaders.

Cyndi holds several Massachusetts, Department of Elementary and Secondary Education certifications. She is a certified ECE Teacher. She has three certifications in school-based leadership - PreK-5, 5-6, and 9-12 as a Principal/Assistant Principal. She also attained a MA DESE certification of SPED Administrator at All Levels; as well as one for a School Superintendent. Her talents and gifts support the growth of staff, students, and families through the process of seeking deeper knowledge, distributive leadership, equity, racial equity, instructional leadership, special education, and creating authentic shared-spaces for real learning to take place.



Founder and Executive Director

Elizabeth Redley was raised in Northeast, Ma. Her family's roots are in the beautiful country of Jamaica. Being a graduate of Wellesley College - Class of 2001, Elizabeth is accustomed to high standards and rigor. Her deep understanding of human development, neuroscience, and cultural responsiveness allow her to see both the big and small picture. She loves to offer reciprocal opportunities to use her extensive expertise in literacy, equity, leadership, family, and youth, not to mention over 15-years of master teaching; to engage in a process of learning and hope. In previous years, she served as an ELA teacher within several secondary grade levels. Elizabeth worked in a variety of school settings from public to charter and even independent schools, plus others. She held positions in both urban and suburban school districts. Elizabeth's love for literacy was passionately imparted to her by one of her eldest sisters. Elizabeth in turn has taken that love and wrapped it in her natural ability to lead others authentically.



Co-Founder and Director of Literacy & Inclusion

Cinique Weekes-Bynoe was born and raised in Dorchester, MA. Since his early life, education has played a major role in how he operates within the domain of instructional leadership through literacy. He was a phenomenal reader from the age of two. Education's strongest values are ingrained within Cinique. Being an alumnus and graduate of Boston Latin, Boston College, and Boston University's Graduate School of Education - Class of 2016; he has embodied the core elements of their offerings and believes that "Literacy is survival"! Cinique taught 5th grade ELA. He was also an ELA lead, Teaching Manager of Leadership, and Literacy Coach. One of his favorite physical activities is choreography. He's founded several school-based Step and Dance teams throughout the Greater Boston area. One of his primary focuses is to provide access and an entry point to engage learners in explicit 21st Century literacy skills.



Co-Founder and Senior Director of Communities, Families, and Partnerships

Linette Maloney has over two decades of experience working directly with families and communities within The Commonwealth. She has a range of experience working with different families of all ethnicities and economic backgrounds. Linette was born and raised in Boston, MA, and attended Boston Public Schools for Elementary, Middle, and High School. Her family immigrated to The United States from Barbados in the early 1970s. As a former director of OST (Out of School Time), Linette has helped many school communities with racial equity and family engagement, especially with families of color.

Humanity

Politics ©

What does an Equity Audit look like ?

What is it?

- The Equity Audit is a comprehensive benchmarking tool that assesses diversity, equity, and inclusion for schools, nonprofit organizations, and companies.
- While we recognize that many outcomes of strong DEI work can't necessarily be measured or quantified, we do believe that there are some key metrics across all of our constituencies that, while perhaps not perfect, can serve as reliable indicators of progress or areas for concern – or at a minimum, point to any directional trends we should be mindful of. This is what the audit will bring to life

What will it look like?

- This audit is organized into four sections: District/School, Admin, Teachers/Paras and Development-facing constituencies (Families, Students, communities, etc). As you review each section, you will note that it is primarily a straightforward presentation of data. As such, this document is not intended to provide explanations or analysis for the data, simply the information itself.

Simply Stated: How do we do all of this?

The How

We aim to first get to know how you operate as well as who you are. We gather information:

- Site visits/Observations
- Stakeholder interviews (in-person, over phone, by Zoom, etc.)
- Short surveys (electronic)
- Implicit bias tools for self/program-assessment (Harvard IAT, Implicit Assessments, Ect.)
- Focus groups (virtual)
- Casual conversations
- Review of social and instructional practices, policies, traditions, student work, and curricular (***Ex: Handbook, Employee handbook, Union handbook, content level curriculum, behavioral policies, student work samples, lesson plans, sub-lesson plans, attendance, discipline/suspension data, bus referrals, information shows after school activities k-12 along with students demographics Lynnfield resident/Boston resident, etc.***)
- Unsolicited information

Some Things to Expect

The Commitment of involved parties is reciprocal. Through the lens of intentions over impact, TEP and Lynnfield Public Schools are expected to work hand-in-hand through the discovery process. From the TEP side you will have one main point of contact for coordination and management. However, there will be several members that will support this process in an organic way. In addition, we will need a consistent person (LPS contact) to connect with as needed for deadlines, making connections/decisions, logistics, and collaboration that leads to your final feedback. *Expect some possible discomfort during the adult self-assessment and program-assessment processes. The mirror is often something that many may not want to face. However, we journey with you through this process as well, in an authentic and empathetic manner.*

Envision the experience of students and how they vary....

What might a great experience look like for all students in Lynnfield and not just some ?



How do we ensure and embrace the notion that students in minority populations can feel safe and actualize **their** vision of success? What do we need to do to support that notion?



Q&A

