

WILLIAMSVILLE CENTRAL SCHOOL DISTRICT

DIVERSITY, EQUITY, AND INCLUSION PLAN

2023



To Our Williamsville Community:

As you know, Diversity, Equity and Inclusion or DEI, as it is commonly referred to, is much more than an acronym. It is an important part of our fabric as a school district. Along with our entire faculty, staff, and Board of Education, I am honored to continue this important work that started in Williamsville many years ago.

Every student should be able to come to school each day and participate fully - as their full self. Not only should our students feel a sense of belonging, but every employee should feel that sense, too. If we say we appreciate diversity, we have to show it in our school resources, learning materials, interactions, hiring practices, and professional learning. Our DEI Plan, which was carefully crafted by Williamsville stakeholders for Williamsville, allows us to accomplish this. Our continued work will lead to what we witness on the State Education Department's video "Equity, Excellence, and Access", where New York students explain that learning becomes possible – and joyful – when they are seen, heard, and valued for who they are!

Following the initiative to advance diversity, equity, and inclusion in schools across New York State, the Board of Regents expects "that all school districts will develop policies that advance diversity, equity and inclusion – and that they implement such policies with fidelity and urgency." The District's DEI policy (#3431), which was adopted by the Williamsville Board of Education on October 12, 2021, accomplishes this. I ask that we keep in mind, our District DEI plan is a five-year plan, in line with our Strategic Plan.

We have included the Board of Regents Call to Action and the Culturally Responsive-Sustaining Education Framework (CR-S) as an addendum to our plan to show the magnitude of work that it requires to ensure that all of our students are having a full and robust educational experience. I encourage you to also examine the CR-S document, as it has sections that apply to all stakeholders – showing that everyone plays a significant part in this important work – which is grounded in these four principles: Welcoming and Affirming Environment, High Expectations and Rigorous Instruction, Inclusive Curriculum and Assessment, and Ongoing Professional Learning.

We look forward to educating and updating our school community on the progress of our District's DEI Plan as we continue this important work.

Sincerely,

A handwritten signature in black ink that reads "Darren J. Brown-Hall". The signature is written in a cursive, flowing style.

Dr. Darren J. Brown-Hall
Superintendent of Schools

DEI GOAL AREA #1

CREATING A DIVERSITY, EQUITY, AND INCLUSION CULTURE IN THE DISTRICT AND SCHOOLS

Goal Statement #1A

Each school will establish a DEI Team, representing its diverse stakeholders. These teams will work together with building administrators to develop the building-level work of the DEI plan and share their work with faculty and the District DEI Team.

Goal Activities for Goal Statement #1A

- 1A.1. Building DEI teams will intentionally include a diverse representation of stakeholders reflective of the school community.
- 1A.2. Building DEI teams will receive guidance and support regarding best practices from District staff, colleagues, and community groups.

Goal Statement #1B

District and building teams will examine existing committees, practices, curricula, schedules, structures and ensure that all voices are equitably represented.

Goal Activities for Goal Statement #1B

- 1B.1. Appropriate groups/teams/committees will examine District and Building practices.

Goal Statement #1C

The District and schools will share responsibility for establishing restorative communities in which all students' academic and wellness needs are met.

Goal Activities for Goal Statement #1C

- 1C.1. Restorative educational practices will be implemented in schools.
- 1C.2. The District will engage in ongoing outreach to our community on restorative educational practices.
- 1C.3. The District will provide ongoing professional learning opportunities and support for staff and teachers in restorative educational practices.

Goal Statement #1D

The district and schools will promote the use of inclusive language that meets the evolving needs of our community. Inclusive language fosters belonging; we must choose words that include, rather than exclude.

Goal Activities for Goal Statement #1D

- 1D.1. The District will provide professional learning opportunities on best practices in inclusive language in the classroom. The District will engage in a review of District and Building communications for standardized inclusive language.

DEI GOAL AREA #2

DIVERSITY, EQUITY, AND INCLUSION IN THE CURRICULUM

Goal Statement #2A

The full diversity of our District community and beyond will be reflected in the curriculum in order to ensure that students will both relate to the curriculum and respect the perspectives and experiences of others.

Goal Activities for Goal Statement #2A

- 2A.1. Teachers will be aware of the diversity of our community and consider it in the selection of curricular and supplemental materials and the design of instruction.

Goal Statement #2B

All students will have equitable access to the curriculum (e.g. differentiated instruction, Universal Design for Learning, intervention, accelerated coursework).

Goal Activities for Goal Statement #2B

- 2B.1. Teachers will differentiate instruction to meet the needs of all learners.
- 2B.2. Interventions will be available for students across the learning spectrum to help them access and participate in the curriculum.
- 2B.3. Students will have equitable access to technology to support their learning.

Goal Statement #2C

All faculty will implement inclusive, culturally- responsive and sustaining pedagogical practices.

Goal Activities for Goal Statement #2C

- 2C.1. Teachers will develop an awareness of NYSED's Culturally Responsive-Sustaining Education Framework and adhere to the key principles of:
- Creating a Welcoming and Affirming Environment
 - Fostering High Expectations and Rigorous Instruction
 - Identifying Inclusive Curriculum and Assessment
 - Engaging in Ongoing Professional Learning and Support



DEI GOAL AREA #3

RAISING STUDENT VOICE

Goal Statement #3A

Students will be provided opportunities to express their identities in the school setting.

Goal Activities for Goal Statement #3A

3A.1. District and Building staff and students (when appropriate) will engage in the planning and implementation of opportunities for students to express their identities (e.g. Heritage Day, Identity Work)

Goal Statement #3B

Student voice should be honored at all levels through age-appropriate expression. Community-building circles (a Tier 1 restorative practice) should be used to help students develop their voice.

Goal Activities for Goal Statement #3B

3B.1. All students will experience Tier 1 restorative educational practices (e.g. Community building circles, restorative conversations).

Goal Statement #3C

Students will have equitable opportunities to participate in extracurricular activities, clubs, and other enrichment experiences with appropriate support.

Goal Activities for Goal Statement #3C

3.C.1. Schools will expand opportunities for students to participate in a variety of extracurricular, enrichment, and leadership development activities.



DEI GOAL AREA #4

FAMILY AND COMMUNITY ENGAGEMENT

Goal Statement #4A

The District and Schools will plan, develop, and implement meaningful, responsive, engaging activities that educate, raise awareness of, and support the diverse cultures in our community.

Goal Activities for Goal Statement #4A

4A.1. The District will research, study, explore, and educate the staff and community in order to create meaningful family/student/community engagement activities that are inclusive of all cultures.

4A.2 The District will review the district calendar through a DEI lens.

Goal Statement #4B

The District and Schools will ensure culturally-responsive, two-way communication with families and community members.

Goal Activities for Goal Statement #4B

4B.1. The District and Schools will continue to provide communications in different languages and accessible formats as appropriate and provide multiple opportunities for parents to communicate in their language and method of preference. (e.g. Alt Text on visuals and text that can be deciphered with screen readers)

Goal Statement #4C

The District and Schools will examine policies and procedures to eliminate barriers and foster family and community involvement.

Goal Activities for Goal Statement #4C

4.C.1. The District and Schools will enhance opportunities to gather family and community feedback.

Goal Statement #4D

The District and Schools will encourage collaboration between and among staff, families, and community members to build a welcoming, positive school environment in which all members feel they belong and are viewed as assets.

Goal Activities for Goal Statement #4D

4.D.1. The District and Schools will ensure that schools are welcoming and affirming to all members of the school community.

4D.2. Schools will enhance opportunities to bring families and community members into the schools to share their expertise.

DEI GOAL AREA #5

ENSURING WORKFORCE DIVERSITY

Goal Statement #5A

The District will provide anti-bias training for everyone involved in the recruitment and selection process.

Goal Activities for Goal Statement #5A

5A.1. Implicit-bias training will be offered and completed (e.g. common language and vocabulary).

Goal Statement #5B

In adherence to District and legal guidelines, the District will create a structure and process that allows stakeholders from our community to participate in efforts to support a diverse workforce.

Goal Activities for Goal Statement #5B

5B.1. The District will provide regular updates to the school community regarding the diversity efforts of its recruitment and hiring process.

Goal Statement #5C

The District will cultivate partnerships and collaborate with BOCES, institutions of higher education, and community-based organizations to recruit more diverse candidates and enhance workforce diversity.

Goal Activities for Goal Statement #5C

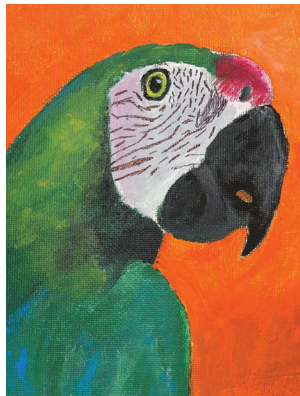
5C.1. The District will explore hiring events, partnerships, and other opportunities to ensure a diverse workforce.

Goal Statement #5D

The District will explore and implement opportunities for staff and students to grow, learn, and contribute to the organization and/or advance their career.

Goal Activities for Goal Statement #5D

5D.1. The District will identify and research opportunities for personal and professional growth (e.g. Grow-Your-Own program).



DEI GOAL AREA #6

ONGOING PROFESSIONAL LEARNING

Goal Statement #6A

All staff will engage in consistent and clear, ongoing professional learning opportunities around fundamental DEI concepts including, but not limited to culturally-responsive and sustaining educational practices, identity, microaggressions, stereotypes, bias, intent and impact, marginalization, and systemic inequities. More extensive opportunities for learning and practice will be offered through after school classes, professional learning communities (PLCs), etc.

Goal Activities for Goal Statement #6A

- 6A.1. The District will ensure that all staff receive baseline professional learning opportunities.
- 6A.2. Additional, more advanced opportunities will be available, both internally and externally.

Goal Statement #6B

The District will ensure that all building DEI committees are provided enhanced professional learning opportunities in DEI implementation.

Goal Activities for Goal Statement #6B

- 6B.1. DEI professional learning experiences will be offered for all faculty members of the building DEI teams.

Goal Statement #6C

The District will provide curriculum-specific professional learning opportunities to ensure that teachers are prepared to implement culturally responsive-sustaining best practices in their content.

Goal Activities for Goal Statement #6C

- 6C.1. Curriculum Directors and teams will be trained and supported in examining their curricula through a DEI lens.

Goal Statement #6D

The District will provide professional learning opportunities that provide illustrative examples of best practices in encouraging student-centered, constructive dialogue around difficult topics and promoting social responsibility.

Goal Activities for Goal Statement #6D

- 6D.1. Best DEI practices will be identified and shared with faculty.
- 6D.2. The District will provide professional learning opportunities to help prepare faculty for constructive dialogue around difficult conversations within their content.

Williamsville Central Schools



GLOSSARY OF TERMS

Adapted from the Culturally
Responsive-Sustaining Education Framework



ASSET-BASED PERSPECTIVE is a transformational perspective that recognizes and values the rich cultural practices embedded in all communities. Asset-based teaching is a strengths-based approach that leverages students' knowledge, experiences, skills, values, and perspectives as assets for learning. Asset-based educators see cultural differences as assets, create caring learning communities in which social, cultural, and linguistic diversities are valued, use the cultural knowledges of diverse cultures, families, and communities to guide curriculum development, classroom climates, instructional strategies, and relationships with students, and challenge racial, linguistic, and cultural stereotypes, prejudices, racism, and other forms of intolerance, injustice, and oppression.

DEFICIT-BASED PERSPECTIVE implies that students are flawed or deficient and that the role of the school is to fix the student. Deficit-based teaching seeks to teach to students' weaknesses instead of teaching to their strengths. It views students as needing to be fixed or remediated and often attributes their school failures to perceived deficits that lie within the student, their family, community, or culture. **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, socioeconomic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of difference contained within everyone. Finally, we acknowledge that categories of difference are not always fixed but can be fluid, and we respect individual rights to self-identification, as no one culture is intrinsically superior to another. **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, and not as idealistic. Equity is a robust system and dynamic process that reinforces and replicates equitable ideas, power, resources, strategies, conditions, habits, and outcomes.



SYSTEMATIC EQUITY is a complex combination of interrelated elements consciously designed to create, support, and sustain social justice. It is a robust system and dynamic process that reinforces and replicates equitable ideas, power, resources, strategies, conditions, habits, and outcomes. **INCLUSIVE** more than simply diversity and numerical representation, being inclusive involves authentic and empowered participation and a true sense of belonging. In an inclusive school, the social and instructional space is designed such that all students have access to the curriculum and there are many opportunities for students to be successful. **PLURALISM** is a socially constructed system in which members of an identity group maintain participation in this group even as they belong to a larger cultural group. Educational pluralism is when students can leverage aspects of their cultural background as assets for learning and sustain those assets throughout their schooling. They are not required to minimize their unique cultural strengths in order to experience social and academic success or acceptance because no one culture is not valued as standard or dominant.

INTERNALIZED RACISM describes the private racial beliefs held by and within individuals. The way we absorb social messages about race and adopt them as personal beliefs, biases, and prejudices are all within the realm of internalized racism. For people of color, internalized oppression can involve believing in negative messages about oneself or one's racial group. For Whites, internalized privilege can involve feeling a sense of superiority and entitlement or holding negative beliefs about people of color. **INTERPERSONAL RACISM** is how our private beliefs about race become public when we interact with others. When we act upon our prejudices or unconscious bias — whether intentionally, visibly, verbally — we engage in interpersonal racism. Interpersonal racism also can be willful and overt, taking the form of bigotry, hate speech or racial violence.





INSTITUTIONAL RACISM is racial inequity baked into our institutions, connoting a system of power that produces racial disparities in domains such as law, health, employment, education, and so on. It can take the form of unfair policies and practices, discriminatory treatment, and inequitable opportunities and outcomes. A school system that concentrates people of color in the most overcrowded and under-resourced schools with the least qualified teachers, compared to the educational opportunities of more advantaged students, is an example of institutional racism. The concept of RACISM is widely thought of as simply personal prejudice, but, in fact, it is a complex system of racial hierarchies and inequities. At the micro level of racism, or individual level, are internalized and interpersonal systems of ingrained bias. At the macro level of racism, we focus beyond individuals to the broader dynamics, including symbolic, ideological, institutional, and structural systems of racial hierarchies and inequities. **STRUCTURAL RACISM** (or structural racialization) is the operation of racial bias across institutions and society. It describes the cumulative and compounding effects of an array of factors that systematically privilege one group over another. Since the word “racism” often is understood as a conscious belief, “racialization” may be a better way to describe a process that does not require intentionality. Race equity expert John A. Powell writes: “‘Racialization’ connotes a process rather than a static event. It underscores the fluid and dynamic nature of race... ‘Structural racialization’ is a set of processes that may generate disparities or depress life outcomes without any racist actors.”

SYSTEMIC RACIALIZATION describes a dynamic system that produces and replicates racial ideologies, identities, and inequities. Systemic racialization is the deeply-institutionalized pattern of discrimination that cuts across major political, economic and social organizations in a society. Public attention to racism is generally focused on the symptoms (such as a racist slur by an individual) rather than the system of racial inequality. Like two sides of the same coin, racial privilege describes race-based advantages and preferential treatment based on skin color, while racial oppression refers to race-based disadvantages discrimination and exploitation based on skin color.

GENDER implies a non-binary association of characteristics within the broad spectrum between masculinities and femininities. In New York State, gender is identified by the student. In the case of very young transgender students not yet able to advocate for themselves, gender may be identified by the parent or guardian. **RACE** is a socially constructed system of categorizing humans largely based on observable physical features (phenotypes) such as skin color and ancestry. There is no scientific basis for or discernible distinction between racial categories. The ideology of race has become embedded in our identities, institutions, and culture and is used as a basis for discrimination and domination.

MULTILINGUAL LEARNERS (MLs) are students who, by reason of foreign birth or ancestry, speak or understand languages other than English, speak or understand little or no English, require support in order to become proficient in English, and are identified pursuant to Section 154.3 of New York State’s Commissioner’s Regulations. **SOCIO-ECONOMIC STATUS** is the social standing or class of an individual or group. It is often measured as a combination of education, income, and occupation. Examinations of socioeconomic status often reveal inequities in access to resources, as well as issues related to privilege, power, and control. In New York State, a student’s socioeconomic status is determined by family participation in economic assistance programs, such as the Free or Reduced-Price Lunch Programs; Social Security Insurance (SSI); Food Stamps; Foster Care; Refugee Assistance (cash or medical assistance); Earned Income Tax Credit (EITC); Home Energy Assistance Program (HEAP); Safety Net Assistance (SNA); Bureau of Indian Affairs (BIA); or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household or economic unit may be identified as low income.

MICROAGGRESSIONS are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership. In many cases, these hidden messages may invalidate the group identity or experiential reality of targeted persons, demean them on a personal or group level, communicate the perception that they are lesser human beings, suggest they do not belong with the majority group, threaten and intimidate, or relegate them to inferior status and treatment.

RACIAL JUSTICE is the systematic fair treatment of people of all races that results in equitable opportunities and outcomes for everyone. All people are able to achieve their full potential in life, regardless of race, ethnicity or the community in which they live. Racial justice — or racial equity — goes beyond “anti-racism.” It’s not just about what we are against, but also what we are for. A CR-S education framework should move us from a reactive posture to a more powerful, proactive and even preventative approach.

SOCIO-CULTURAL RESPONSIVENESS involves the active sensitivity to what all students need to be successful academically, psychologically, emotionally, and socially. Such responsiveness recognizes that all students are different and must be uniquely responded to, challenged and stimulated, and strategies must be adapted to meet the needs of individual and groups of students.

SOCIO-POLITICAL CONSCIOUSNESS involves an awareness to both the social and political factors at play in the workings of complex societal systems. This consciousness is necessary for navigating complex systems based on a unity of thought and performance, reflective practice and deliberative action, skills that are meaningful and necessary for participation in expanding global economies and democracies.

ADDENDUM



3431 Diversity, Equity, and Inclusion in the District

Overview

A growing body of research shows that all students benefit when schools implement strong diversity, equity, and inclusion (DEI) policies and practices. Strong DEI policies, in partnership with parents and families, empower students from all backgrounds to visualize successful futures for themselves and provide them with a sense of belonging and self-worth. These benefits can lead to improved student achievement, which in turn can lead to better outcomes in other areas of their lives, including work and civic engagement. These benefits include academic, cognitive, civic, social-emotional, and economic. This is true regardless of a school's geographic location or the demographic composition of its students and staff.

This policy provides a beginning framework as to how the District will foster even greater DEI in its schools. This policy considers the entirety of the educational process by addressing the following: governance; teaching and learning; family and community engagement; workforce diversity; diverse schools and learning opportunities; and student supports, discipline, and wellness. It is just one component of the District's overall commitment to maintaining a diverse, equitable, and inclusive educational and work environment.

The District will develop a DEI plan to manage and coordinate the execution of this policy.

Inquiries about this policy may be directed to the Assistant Superintendent for Exceptional Education and Student Services or the Assistant Superintendent for Instruction.

Defining Diversity, Equity, and Inclusion

For purposes of this policy:

- a) "Diversity" includes, but is not limited to: race; color; ethnicity; nationality; religion; socioeconomic status; veteran status; education; marital status; language; age; gender; gender expression; gender identity; sexual orientation; mental or physical ability; genetic information; and learning style.
- b) "Equity" includes, but is not limited to, seeking the fair treatment, access, opportunity, and advancement for all while striving to identify and eliminate barriers that have prevented the full participation of all groups.
- c) "Inclusion" includes, but is not limited to, authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power and ensures equal access to opportunities and resources.

These descriptions are not intended to be exhaustive. Rather, they are meant to be foundational and provide clarity to the concepts of diversity, equity, and inclusion.

Governance

DEI Committee

The District will establish a DEI Committee to meet periodically throughout the year. The purpose of the DEI Committee is to assist the District in creating and implementing plans that advance the District's commitment to maintaining a diverse, equitable, and inclusive environment where all individuals feel valued and respected. As needed, the DEI Committee may also review District policies, practices, and programs and provide suggestions as to how they could potentially be modified to better promote DEI.

The District will actively seek members for the DEI Committee through the use of email, newsletters, the District's website, the District's social media page(s), and/or advertisements.

The DEI Committee will be representative of District stakeholders, and may include (to the extent possible), but not be limited to, representatives from the following groups:

- a) Students;
- b) Parents and persons in parental relation;
- c) District/building administrators;
- d) Teachers, including at least one special education teacher;
- e) Guidance staff, including at least one school psychologist, social worker, or counselor;
- f) Other District staff;
- g) The Board; and
- h) Community members.

DEI Coordinator

The Superintendent may designate a District employee to serve as its DEI Coordinator, who will be a member of the DEI Committee and convene and coordinate the activities and plans of the DEI Committee.

Teaching and Learning

The District will continue striving to advance inclusive and culturally responsive teaching and learning through, but not limited to, the following means: curricula in all content areas; books and instructional materials; pedagogical practices and professional development; classroom grouping policies and practices; student support systems for all developmental pathways; full and equitable opportunities to learn for all students; and multiple assessment measures. As part of this effort, the District will continue to seek to:

a) Implement a Culturally Responsive-Sustaining (CR-S) Education Framework that embeds the ideals of diversity, equity, and inclusion by creating student-centered learning environments that:

- 1. Affirm cultural identities;
- 2. Foster positive academic outcomes;
- 3. Develop students' abilities to connect across lines of difference;
- 4. Elevate historically marginalized voices;
- 5. Empower students as agents of social change; and
- 6. Contribute to individual student engagement, learning, growth, and achievement through the cultivation of critical thinking.

- b) Develop curricula that incorporates diverse perspectives, materials, and texts so that students are taught topics not just from one single perspective, but from multiple perspectives.
- c) Offer opportunities for students to actively participate in experiences that prepare them for a lifetime of civic engagement and contributions to social justice, including, for example, completing projects that enable them to apply the learning they have acquired within and across subject areas.
- d) Encourage educational discussions about all forms of discrimination including but not limited to racism and bigotry.

Family and Community Engagement

The District will continue to strive to foster family and community engagement practices that are based on mutual trust, confidence, and respect. As part of this effort, the District will continue seeking to:

- a) Encourage participation from all District stakeholders in community building conversations.
- b) Reduce language barriers through various means, including, but not limited to, providing translated communications when appropriate.
- c) Leverage partners such as the county government and local community organizations in developing DEI programs and activities for the District.

Workforce Diversity

The District will continue striving to create a workforce that is not only diverse and inclusive, but one that recognizes and values the differences among people. As part of this effort, the District will continue to:

- a) Recruit and retain a diverse workforce in all areas and at all levels, thereby reducing stereotypes and preparing students for an increasingly global society.
- b) Provide staff with opportunities for professional development on cultural proficiency.

Diverse Schools and Learning Opportunities

The District will continue striving to promote diverse, equitable, and inclusive classrooms in which students have equal access and equal opportunities to learn and realize their full individual potential. As part of this effort, the District will continue to seek to:

- a) Take creative steps within the District's authority and/or control in order to enhance the level of socioeconomic and racial diversity within District schools.
- b) Consistent with other existing District policies prohibiting discrimination, eliminate the use of terms and phrases within District schools that perpetuate negative stereotypes and minimize student opportunities.
- c) Create coursework, programs, and activities that are accessible to all students, regardless of their disability status, native language, income level, or any other basis.

Student Supports, Discipline, and Wellness

The District will continue striving to focus on the well-being of the "whole child." As part of this effort, the District will continue to:

- a) Employ programs and practices that enhance all students' self-identity, self-confidence, and self-esteem.
- b) Maintain non-discriminatory discipline policies and practices.
- c) Consider and address the full range of student developmental pathways.

Training

To foster DEI in its schools, the District will provide DEI training to staff and students, as appropriate. This training may be delivered in various forms including, but not limited to: workshops; instructor-led classes; webinars; videos; workbooks; pamphlets; and/or emailed information. Although specific objectives will vary from training to training, in general, trainings will be designed to:

- a) Increase awareness of the content of this policy and/or various DEI issues; and
- b) Promote a welcoming and inclusive environment for all District community members.

Special trainings may be provided to members of the DEI Committee.

Notification

This District will share information about this policy via the District's website and/or other communications as appropriate.


Other information:
New York State Ed, DEI

Adoption Date: October 12, 2021



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

TO: The Honorable the Members of the Board of Regents

FROM: Chancellor Lester W. Young, Jr. 

SUBJECT: The New York State Board of Regents Policy Statement on Diversity, Equity and Inclusion in New York State Schools

DATE: May 6, 2021

AUTHORIZATION(S):



SUMMARY

Issue for Action

At the Board of Regents meeting in April 2021, the Board discussed a framework on Diversity, Equity and Inclusion for New York State Schools which served as the basis for adopting a policy statement. At the May 2021 meeting of the Board, they will discuss and act on the proposed policy statement. The policy of the NYS Board of Regents is to encourage and support efforts at the State and local level to create within every school an ecosystem of success that is built upon a foundation of diversity, equity, inclusion, access, opportunity, innovation, confidence, trust, respect, caring, and relationship-building. All students must feel that they are welcome, they belong, and they are supported in every school.

The Board of Regents recognizes that much of this work is already happening in districts all across the State. School and district leaders, teachers, staff, students, and parents are working to create school communities that are more diverse, more equitable, and more inclusive than ever before. Many of New York's education stakeholders and their organizations have prioritized this issue, and their efforts must be recognized and applauded. But more work remains, and the Board of Regents and the State Education Department are committed to supporting schools and districts in their efforts to lift up all students.

Reason(s) for Consideration

For action.

Proposed Handling

The policy statement will come before the Full Board for decision at the May 2021 meeting.

Related Regent's Items

April 2021: [The NYS Board of Regents Framework on Diversity, Equity, and Inclusion in New York's Schools: A Call to Action - DRAFT](https://www.regents.nysed.gov/common/regents/files/421brd1.pdf)
(<https://www.regents.nysed.gov/common/regents/files/421brd1.pdf>)

Recommendation

It is recommended that the Board of Regents approve the policy statement that will advance diversity, equity and inclusion in New York schools.

VOTED, that The New York State Board of Regents Policy Statement on Diversity, Equity and Inclusion in New York Schools be approved.

Timetable for Implementation

Effective May 10, 2021.

The New York State Board of Regents Policy on Diversity, Equity and Inclusion

May 2021



THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University

LESTER W. YOUNG, JR., <i>Chancellor</i> , B.S., M.S., Ed.D.	Beechhurst
ROGER TILLES, B.A., J.D.	Manhasset
CHRISTINE D. CEA, B.A., M.A., Ph.D.	Staten Island
WADE S. NORWOOD, B.A.	Rochester
KATHLEEN M. CASHIN, B.S., M.S., Ed.D.	Brooklyn
JAMES E. COTTRELL, B.S., M.D.	New York
JOSEPHINE VICTORIA FINN, B.A., J.D.	Monticello
JUDITH CHIN, B.S., M.S. in Ed.	Little Neck
BEVERLY L. OUDERKIRK, B.S. in Ed., M.S. in Ed.	Morristown
CATHERINE COLLINS, R.N., N.P., B.S., M.S. in Ed., Ed.D.	Buffalo
NAN EILEEN MEAD, B.A., M.A.	Manhattan
ELIZABETH S. HAKANSON, A.S., B.A., M.A., C.A.S.	Syracuse
LUIS O. REYES, B.A., M.A., Ph.D.	New York
SUSAN W. MITTLER, B.S., M.S.	Ithaca
FRANCES G. WILLS, B.A., M.A., M.Ed., C.A.S., Ph.D.	Ossining
RUTH B. TURNER, BSW, LCSW, M.Ed.	Rochester
ARAMINA VEGA FERRER, B.A., M.S. in Ed., Ph.D.	Bronx

Commissioner of Education and President of The University

BETTY A. ROSA, B.A., M.S. in Ed., M.S. in Ed., M.Ed., Ed.D.

The State Education Department does not discriminate on the basis of race, creed, color, national origin, religion, age, sex, military, marital status, familial status, domestic violence victim status, carrier status, disability, genetic predisposition, sexual orientation and criminal record in its recruitment, educational programs, services, and activities. NYSED has adopted a web accessibility policy, and publications designed for distribution can be made available in an accessible format upon request. Inquiries regarding this policy of nondiscrimination should be directed to the Office of Human Resources Management, Room 528 EB, Education Building, Albany, New York 12234.

The New York State Board of Regents Policy Statement on

Diversity, Equity and Inclusion in New York State Schools

The New York State Constitution authorizes the Board of Regents to oversee the general supervision of all educational activities within the State. The Regents exercise their authority in various ways, including by promulgating rules and regulations, adopting student learning standards, establishing academic and graduation requirements, and providing guidance and best practices to the field to ensure academic excellence for all students. The Board may also exercise its authority by adopting policy positions on significant educational and social issues. It is important for the Board of Regents to establish and communicate to all New Yorkers its beliefs and expectations for all schools and students – especially at those pivotal moments in history that we are currently experiencing.

A growing body of research finds that *all* students benefit when their schools implement strong Diversity, Equity and Inclusion (DEI) policies and practices – including academic, cognitive, civic, social-emotional, and economic benefits. Strong DEI policies, in partnership with parents and families, empower students from all backgrounds to visualize successful futures for themselves and provide them with a sense of belonging and self-worth. These benefits can lead to improved student achievement, which in turn can lead to better outcomes in other areas of their lives, including work and civic engagement. This is true regardless of a school's geographic location or the demographic composition of its students and faculty.

We recognize that the decision to adopt a DEI policy, as well as the contents of such a policy, are ultimately matters of local discretion. However, the Regents believe strongly that there is a moral and an economic imperative to remove the inequities that stand in the way of success for whole segments of New York's student population. *Accordingly, the Board expects that all school districts and institutions of higher education will develop and implement policies and practices that advance diversity, equity and inclusion – and that they will implement such policies and practices with fidelity and urgency.*

It shall therefore be the policy of the NYS Board of Regents to encourage and support efforts at the State and local level to create within every school an ecosystem of success that is built upon a foundation of diversity, equity, inclusion, access, opportunity, innovation, confidence, trust, respect, caring, and relationship-building. All students must feel that they are welcome, they belong, and they are supported in every school.

The Board of Regents believes that effective DEI policies must consider the entirety of the schooling process and expects districts to include the following elements in their policies:

- **Governance:** Establish a district Diversity, Equity and Inclusion Committee that is representative of all stakeholders, including students.

- **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 grouping policies and practices; student support systems for all developmental pathways; full and equitable opportunities to learn for all students; and multiple assessment measures.

As part of this work, districts should consider:

- Specifically *acknowledging the role that racism and bigotry have played, and continue to play, in the American story.*
 - Adopting a [Culturally Responsive-Sustaining \(CR-S\) Framework](#) that specifically embeds the ideals of diversity, equity and inclusion by creating student-centered learning environments that affirm cultural identities; foster positive academic outcomes; develop students' abilities to connect across lines of difference; elevate historically marginalized voices; empower students as agents of social change; and contribute to individual student engagement, learning, growth, and achievement through the cultivation of critical thinking.
 - Actively avoiding the “danger of the single story.” When one story is the only story, it becomes the definitive story; when that happens in school, students are deprived of the opportunity of seeing themselves as part of the American story. This is not about eliminating or minimizing any of America’s history; it is simply about ensuring that the contributions of *all groups* are included in the telling of the American story.
 - Ensuring coherent opportunities for students to actively participate in experiences that prepare them for a lifetime of civic engagement and contributions to social justice, including, for example, completing projects that enable students to apply the learning they have acquired within and across subject areas.
- **Family and Community Engagement:** Ensure that family and community engagement practices are based on mutual trust, confidence, and respect. Encourage participation in community building conversations, reducing language barriers, and fostering inclusivity through translated communications from our schools.
 - **Workforce Diversity:** Recruit and retain a diverse workforce in all areas and at all levels, thereby reducing stereotypes and preparing students for an increasingly global society.

- **Diverse Schools and Learning Opportunities:** Districts should –
 - Take creative steps to enhance the level of socioeconomic and racial diversity within district schools (even if the district’s student population is relatively homogeneous).
 - Examine the use of language which prevents some students from accessing and fully participating in the district’s classes, programs, and offerings. Language matters, and it is therefore critical that districts eliminate the use of terms and phrases that perpetuate negative stereotypes and minimize student opportunities.
 - Ensure that coursework, programs, and activities are accessible to all students, regardless of their disability status, native language, income level, or any other basis.
- **Student Supports, Discipline, and Wellness:** Districts should –
 - Employ programs and practices that enhance *all* students’ self-identity, self-confidence, and self-esteem.
 - Implement non-discriminatory discipline policies and practices.
 - Focus on the well-being of the “whole child” by always considering and addressing the full range of student developmental pathways.

The Board of Regents acknowledges that much of this work is already happening in districts all across the State. School and district leaders, teachers, staff, students, and parents are working to create school communities that are more diverse, more equitable, and more inclusive than ever before. Many of New York’s education stakeholders and their organizations have prioritized this issue, and their efforts must be recognized and applauded. But more work remains, and the Board of Regents and the State Education Department are committed to supporting schools and districts in their efforts to lift up all students.



Culturally Responsive-Sustaining Education Framework



CULTURALLY

The **CR-S** framework helps educators create student-centered learning environments that: affirm racial, linguistic

RESPONSIVE-

and cultural identities; prepare students for rigor and independent learning, develop students' abilities to connect

SUSTAINING

across lines of difference; elevate historically marginalized voices; and empower students as agents of social change.

EDUCATION



THE UNIVERSITY OF THE STATE OF NEW YORK

REGENTS OF THE UNIVERSITY

Betty A. Rosa , Chancellor, B.A., M.S. in Ed., M.S. in Ed., M.Ed., Ed.D.	Bronx
T. Andrew Brown , Vice Chancellor, B.A., J.D.	Rochester
Roger Tilles , B.A., J.D.	Manhasset
Lester W. Young, Jr. , B.S., M.S., Ed.D.	Beechhurst
Christine D. Cea , B.A., M.A., Ph.D.	Staten Island
Wade S. Norwood , B.A.	Rochester
Kathleen M. Cashin , B.S., M.S., Ed.D.	Brooklyn
James E. Cottrell , B.S., M.D.	New York
Josephine Victoria Finn , B.A., J.D.	Monticello
Judith Chin , M.S. in Ed.	Little Neck
Beverly L. Ouder Kirk , B.S. in Ed., M.S. in Ed.	Morristown
Catherine Collins , R.N., N.P., B.S., M.S. in Ed., Ed.D.	Buffalo
Judith Johnson , B.A., M.A., C.A.S.	New Hempstead
Nan Eileen Mead , B.A.	Manhattan
Elizabeth S. Hakanson , A.S., M.S., C.A.S.	Syracuse
Luis O. Reyes , B.A., M.A., Ph.D.	New York
Susan W. Mittler , B.S., M.S.	Ithaca

COMMISSIONER OF EDUCATION AND PRESIDENT OF THE UNIVERSITY

MaryEllen Elia

EXECUTIVE DEPUTY COMMISSIONER

Elizabeth R. Berlin

SENIOR DEPUTY COMMISSIONER FOR EDUCATION POLICY

Jhone Ebert

DEPUTY COMMISSIONER FOR P12 INSTRUCTIONAL SUPPORT

Angela Infante-Green

DEPUTY COMMISSIONER FOR HIGHER EDUCATION

John D'Agati

The State Education Department does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender, genetic predisposition or carrier status, or sexual orientation in its educational programs, services and activities. Portions of this publication can be made available in a variety of formats, including braille, large print or audio tape, upon request. Inquiries concerning this policy of nondiscrimination should be directed to the Department's Office for Diversity and Access, Room 530, Education Building, Albany, NY 12234.

ACKNOWLEDGMENTS

NYSED would like to acknowledge members of the **Culturally Responsive-Sustaining Education Expert Committee** who conceived of NYSED's definition of CR-S and provided the theoretical framework for this policy guide.

NYSED would also like to acknowledge members of the **Board of Regents-nominated Advisory Panel** for their guidance and continued partnership on this initiative.

The Culturally Responsive-Sustaining Framework is the collective insight of the various **stakeholders** we engaged with while creating this document from the ground up. We are grateful to the multitude of teachers, students, parents, administrators, community advocates, and higher education faculty who participated.

We would like to thank **the students of El Puente Academy for Peace and Justice** (Jorman Esparza, Yomeiry Bautista, Genesys Salcedo, Rosalind Reyes) for their guidance in drafting the guidelines for students.

We would like to thank the following offices for their collaboration and feedback:

Office of Bilingual Education & World Languages under the direction of Lissette Colon-Collins
Office of Special Education under the direction of Christopher Suriano
Office of Curriculum & Instruction under the direction of Marybeth Casey
Office of Accountability under the direction of Ira Schwartz
Office of Higher Education under the direction of John D'Agati
Office of Assessment under the direction of Steven Katz
Office of Adult Career & Continuing Education Services under the direction of Kevin Smith

NYSED Expert Committee: Alfredo Artilles, Jeff Duncan-Andrade, David Kirkland, Gloria Ladson-Billings, Joyce Moy, Django Paris, Carla Shedd-Guild, Amy Stuart-Wells, Mariana Souto-Manning, Zoila Morrell.

NYSED Advisory Panel: Zakiyah Ansari, Tracey Atkins, Jim Bostic, Barry Derfel, Arnold Dodge, Winsome Gregory, Gilleyan Hargrove, Stanley Harper, Eva Hassett, Ruth Holland Scott, Andrea Honigsfeld, Sonya Horsford, Brian Jones, Marina Marcou-O'Malley, Regent Nan Mead, Fatima Morrell, Roberto Padilla, Joe Rogers, Yolanda Sealey-Ruiz, Andrea Toussaint, Carmela Thompson, Regent Lester Young, Jr.

This work was made possible due to generous partnerships between:

New York State Education Department and
The New York Community Trust
New York State Education Department and
Leadership for Educational Equity

Culturally Responsive-Sustaining Framework project management team:

Makila S. Meyers, Ed.D, Regents Research Fellow (RRF) for Culturally Responsive-Sustaining Education

Julia C. Lamberti, Leadership for Educational Equity (LEE) Policy Fellow

Juliette Lyons-Thomas, Ph.D, New York State Education Department

6

INTRODUCTION

8

VISION

10

EXECUTIVE SUMMARY

16

CULTURALLY RESPONSIVE-
SUSTAINING MINDSETS

17

CULTURALLY RESPONSIVE-
SUSTAINING GUIDELINES

18

FOR NEW YORK STATE
STUDENTS

24

FOR NEW YORK STATE
TEACHERS

30

FOR NEW YORK STATE
SCHOOL LEADERS

36

FOR NEW YORK STATE
DISTRICT LEADERS

40

FOR NEW YORK STATE
FAMILIES AND
COMMUNITY MEMBERS

44

FOR NEW YORK STATE
HIGHER EDUCATION
FACULTY AND
ADMINISTRATORS

50

FOR NEW YORK STATE
EDUCATION DEPARTMENT
POLICYMAKERS

55

REFERENCES

60

GLOSSARY
OF TERMS

62

COLLABORATIVE
MEMBERS

For more than a century, education providers throughout the United States have strived and struggled to meet the diverse needs of American children and families. A complex system of biases and

structural inequities is at play, deeply rooted in our country's history, culture, and institutions. This system of inequity — which routinely confers advantage and disadvantage based on linguistic background, gender, skin color, and other characteristics — must be clearly understood, directly challenged, and fundamentally transformed. The New York State Education Department (NYSED) has come to understand that the results we seek for all our children can never be fully achieved without incorporating an equity and inclusion lens in every facet of our work (see also New York State's Every Student Succeeds Act (ESSA) Plan). This understanding has created an urgency around promoting equitable opportunities that help all children thrive. New York State understands that the responsibility of education is not only to prevent the exclusion of historically silenced, erased, and disenfranchised groups, but also to assist in the promotion and perpetuation of cultures, languages and ways of knowing that have been devalued, suppressed, and imperiled by years of educational, social, political, economic neglect and other forms of oppression.

In January 2018, the New York State Board of Regents directed the Office of P-12 Education and Higher Education to convene a panel of experts, engage with stakeholders, and develop from the ground up a framework for culturally responsive-sustaining education. The New York University Metropolitan Center for Research on Equity and the Transformation of Schools, under the leadership of Dr. David Kirkland, drafted a robust guidance document that served as a springboard for this initiative. The New York State Education Department presented this guidance document to students, teachers, parents, school and district leaders, higher education faculty, community advocates, and policymakers. The guidelines in this document represent the collective insight of this work.

The Culturally Responsive-Sustaining (CR-S) framework is intended to help education stakeholders create student-centered learning environments that affirm cultural identities; foster positive academic outcomes; develop students' abilities to connect across lines of difference; elevate historically marginalized voices;



empower students as agents of social change; and contribute to individual student engagement, learning, growth, and achievement through the cultivation of critical thinking. The framework was designed to support education stakeholders in developing and implementing policies that educate all students effectively and equitably, as well as provide appropriate supports and services to promote positive student outcomes.

Historically, education debates have been polarized, with difference sometimes being viewed as an individual deficit. The CR-S Framework marks our journey forward and begins the evolution toward leveraging difference as an asset. The framework is grounded in four principles*:

- **Welcoming and Affirming Environment**
- **High Expectations and Rigorous Instruction**
- **Inclusive Curriculum and Assessment**
- **Ongoing Professional Learning**

Each principle is illustrated by a set of features rooted in elements of quality education that illustrate how CR-S might look in practice across a range of domains, from the State Education Department to the classroom. The framework represents an opportunity for stakeholders to continue to work together and plan for the unique needs of their communities.

The New York State Education Department recognizes much of this work is already happening across the state and looks forward to an even deeper understanding of culturally responsive-sustaining education in New York State schools, districts, and communities. This framework reflects the State's commitment to improving learning results for all students by creating well-developed, culturally responsive-sustaining, equitable systems of support for achieving dramatic gains in student outcomes.

* The 4 principles that organize State Education Department's CR-S Framework were inspired by the 4 high leverage strategies that emerged from Buffalo Public School's work on Culturally and Linguistically Responsive Education.



The New York State guidelines for culturally responsive-sustaining education are grounded in a **VISION** of an education system that creates:

I. Students who experience academic success



Students are prepared for rigor and independent learning. Students understand themselves as contributing members of an academically-rigorous, intellectually-challenging school and classroom community. Students demonstrate an ability to use critical reasoning, take academic risks, and leverage a growth mindset to learn from mistakes. Students are self-motivated, setting and revising academic personal goals to drive their own learning and growth.

II. Students who are sociopolitically conscious and socioculturally responsive



Students acknowledge the limitations of their own perspectives. They have empathy for others while they appreciate and respect others' differences. They demonstrate cooperation and teamwork, using active listening and communication skills to resolve conflict. They use interpersonal skills to build and maintain strong relationships, including those along lines of difference, in their class and school communities.

All layers of the environment in which students learn (classroom, school, family, and community) affirm and value the various aspects of students' cultural identities (i.e. race, ethnicity, age, gender, sexual orientation, disability, religion, socioeconomic background). Role models in the classroom, school, family, and community recognize student strengths and offer opportunities for students to grow and learn.

III. Students who have a critical lens through which they challenge inequitable systems of access, power, and privilege.



Students bring a critical lens to the world as they study historical and contemporary conditions of inequity and learn from historically marginalized voices. Students learn about power and privilege in the context of various communities and are empowered as agents of positive social change.



VISION

This vision is grounded in Gloria Ladson-Billings’ early work on culturally relevant teaching, specifically the three criteria for culturally relevant pedagogy she puts forth in Ladson-Billings (1995). The New York State Culturally Responsive-Sustaining Framework includes guidelines for students, teachers, school leaders, district leaders, families and community members, higher education faculty, and Education Department policymakers. For

guidelines to be effective, all stakeholders must work together, prioritize and implement systems and structures that facilitate the scale of culturally responsive-sustaining practices, and hold each other accountable to short- and long-term goals.

When stakeholders work together to implement culturally responsive-sustaining practices, educators will grow in their ability to be:

SOCIOPOLITICALLY CONSCIOUS	SOCIOCULTURALLY RESPONSIVE
Demonstrate excellence by being inclusive-minded and asset-focused	Commit to understanding the role of culture in education as flexible, local, and global
Identify and critically examine both historical and contemporary power structures	Act as agents of social change to redress historical and contemporary oppression
Reflect, honor, value, and center various identity perspectives as assets in policies and practices (Sue, 2001)	Build alliances across difference to eradicate all forms of discrimination
Engage in critical conversations	Engage current and historical issues
Recognize that personal, cultural, and institutionalized discrimination creates and sustains privileges for some while creating and sustaining disadvantage for others	Practice mutual respect for qualities and experiences that are different from one’s own



New York State Education Department Definition

Culturally responsive-sustaining (CR-S) education is grounded in a cultural view of learning and human development in which multiple expressions of diversity (e.g., race, social class, gender, language, sexual orientation, nationality, religion, ability) are recognized and regarded as assets for teaching and learning.

CR-S education explores the relationship between historical and contemporary conditions of inequality and ideas that shape access, participation, and outcomes for learners.

The goal of the CR-S framework is to help educators design and implement a student-centered learning environment that:

- **affirms racial and cultural identities and fosters positive academic outcomes**
- **develops students' abilities to connect across cultures**
- **empowers students as agents of social change**
- **contributes to an individual's**

engagement, learning, growth, and achievement through the cultivation of critical thinking.

To make this a reality, the Department, under the Board of Regents, has created a framework for CR-S practices. The framework is intended to be used by a variety of education stakeholders, including but not limited to students, teachers, school and district leaders, families and community members, higher education faculty and administrators, and Education Department policymakers.

This definition was created by the NYSED Expert Committee: Alfredo Artiles, Jeff Duncan-Andrade, David Kirkland, Gloria Ladson-Billings, Joyce Moy, Django Paris, Carla Shedd-Guild, Amy Stuart-Wells, Mariana Souto-Manning, Zoila Morrell.

What is culture?

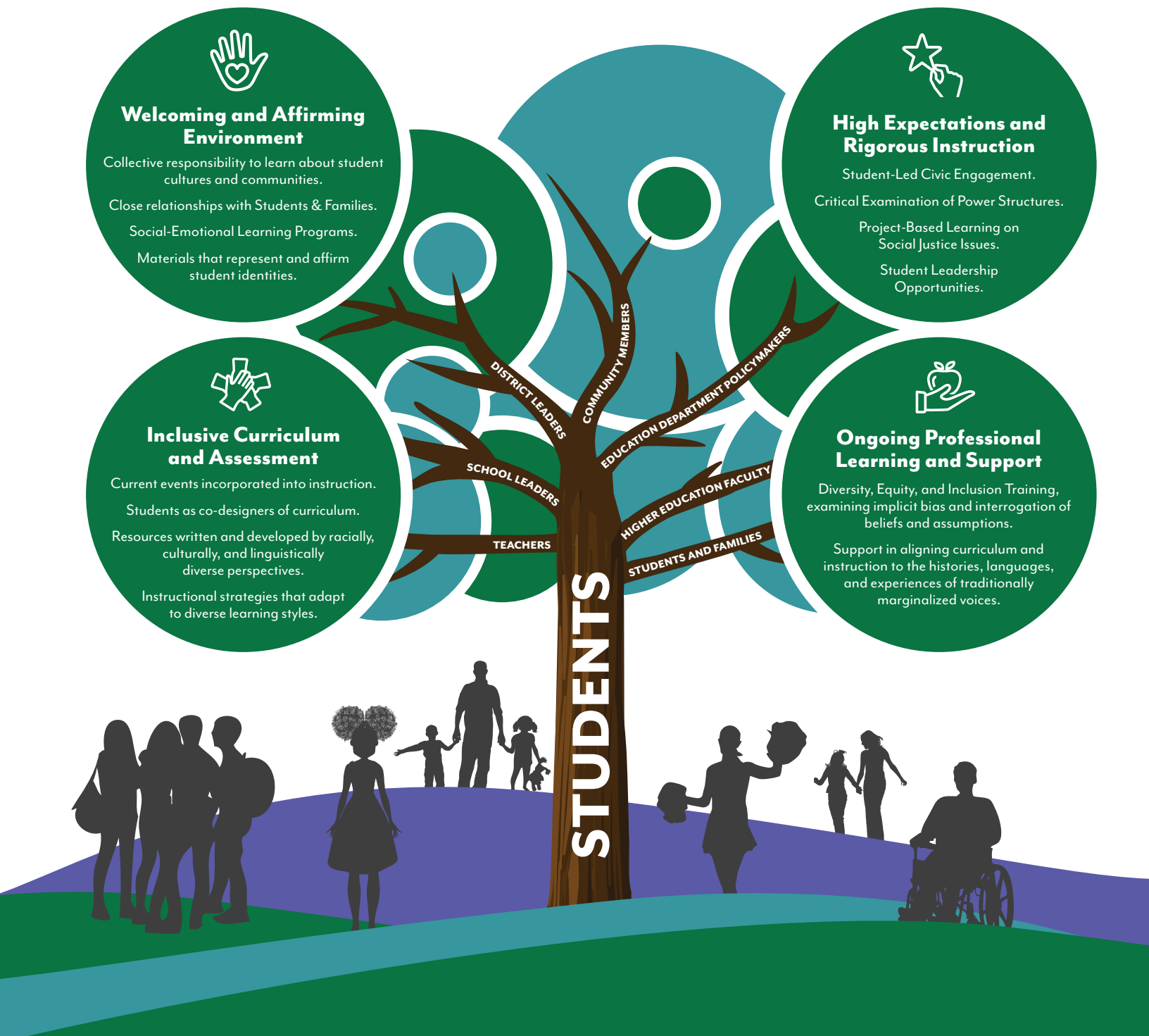
The New York State Education Department understands culture as the multiple components of one's identity, including but not limited to: race, economic background, gender, language, sexual orientation, nationality, religion, and ability. Culture far transcends practices such as cuisines, art, music, and celebrations to also include ways of thinking, values, and forms of expression. These ways and forms are in constant flux, renegotiation, and evolution. Schools then become a meeting point for cultures, containing children and adults who bring with them multiple facets of their identity, along with unique experiences and perspectives.

From this perspective, learning is rooted in the lives and experiences of people and cultivated through activities that people find meaningful. When teaching is not rooted in students' lives, student learning suffers. Perhaps worst, biases take hold and deficit perspectives become normalized throughout our schools and classrooms, structuring entire systems that blame students for failure.

The school community is representative of many cultures, and therefore culture has consequences on how students experience schools. The framework is intentional about the relationship between culture and education, presenting a multi-tiered systems approach for cultural inclusion that broadens what ethnic groups, classes, sexualities, and abilities are privileged in the creation and maintenance of traditional education.

Research suggests that many students whose cultures are more closely aligned with the "cultural fabric" of schools experience praise and are viewed as more dedicated than those whose home cultures differ. Educators committed to understanding both the concept of culture and many different cultures can refocus their lens for viewing students' cultures not as "deficiencies to overcome" (Paris & Alim, 2014, p. 87), but as assets who possess vibrant realities and rich reservoirs of knowledge. By making all cultures matter, our students' cultures can be positioned as strengths and as the foundation of empowering, rigorous, and innovative learning.

The CR-S framework helps educators create student-centered learning environments that: affirm racial, linguistic and cultural identities; prepare students for rigor and independent learning; develop students' abilities to connect across lines of difference; elevate historically marginalized voices; and empower students as agents of social change.



What is Culturally Responsive-Sustaining Education?

Culturally Responsive-Sustaining (CR-S) Education draws on decades of research in asset-based pedagogies that recognize that cultural difference (including racial, ethnic, linguistic, gender, sexuality and ability) should be treated as assets for teaching and learning. This approach to education counters dominant narratives about difference as deficits or as characteristics of students and families that should be remediated or assimilated. Using this approach to education, all families are believed to have cultural capital, or knowledge, abilities, and networks, that can, and should, be leveraged in classrooms. While schooling has traditionally privileged the capital of families from dominant backgrounds, CR-S positions educators to acknowledge, value, and leverage the wealth of knowledge found in communities that have been marginalized.

Culturally responsive education is about teaching the students in front of you. To do this requires that one work to get to know their students and develop meaningful relationships with students while engaging in the students' communities. However, culturally responsive education must also be sustaining, that is it must work to encourage cultural pluralism and not cultural assimilation. Home and youth culture should be welcomed into the classroom as areas ripe for discussion. Differences should not just be seen as strengths, but they should also be maintained because they are what make students and families unique. How educators understand culture has real consequences for our children as a limited understanding of culture has the power to disadvantage some while privileging others (Kirkland, 2012).

What is the Culturally Responsive-Sustaining Framework?

The CR-S framework is an initiative by the New York State Education Department (NYSED) that establishes culturally responsive-sustaining guidelines for student, teachers, school and district leadership, families and community advocates, higher education, and the State Education Department. This initiative is both urgent and timely, as it responds to many of the public forum comments about Every Student Succeeds Act (ESSA), one of which is the necessity of including culturally responsive-sustaining education into all aspects of public education. The State Education Department worked closely with various academic experts, renowned in their respective fields, to draft a NYSED definition of culturally responsive-sustaining education. New York University Metropolitan Center for Research on Equity and the Transformation of Schools (Metro Center) used these conversations to draft a robust guidance document from which this framework was created. The framework was then built from the ground up, drawing on feedback from stakeholders across the state who generously gave of their time and insight. After three rounds of feedback, this framework incorporates the collective insight of these stakeholders.

This document is intended for use across stakeholder groups. A guiding principle of asset-based pedagogies is that a culturally responsive-sustaining approach to teaching and learning benefits a broad range of stakeholders. In the design of this framework, we thought about those who work in urban, suburban and rural communities. We considered the unique needs of each of these environments and encourage educators to take up this framework,

recognizing the unique needs of their teaching contexts and the plethora of diversity that exists in all educational environments.

NYSED recognizes that for culturally responsive-sustaining education to thrive, the impetus cannot be placed solely on student, teachers, and school leaders; all stakeholders must work together to create the conditions under which this vision of education can flourish. NYSED believes that we must incorporate an equity and inclusion lens in every facet of the state's work to achieve student success outcomes for all students. Thus, the framework aligns closely with other NYSED policies, including The New York State Board of Regents and the NYSED Every Student Succeeds Act (ESSA plan), specifically:

- **Recognize the effect of school environment on student academic performance and support efforts to improve the climate of all schools.**
- **Promote a relationship of trust and respect between schools and families, recognizing that student achievement and school improvement are shared responsibilities.**
- **Provide educators with opportunities for continual professional learning in the areas of equity, anti-bias, multicultural, and culturally responsive-sustaining pedagogies.**
- **Support districts and their communities in engaging in critical conversations about culturally responsive-sustaining educational systems.**



The 4 Principles of Culturally Responsive-Sustaining Education

The 4 principles that organize the New York State Education Department’s CR-S Framework are inspired by the 4 high leverage strategies that emerged from Buffalo Public School’s work on Culturally and Linguistically Responsive Education.



**Welcoming
and affirming
environment**



**High
expectations
and rigorous
instruction**



**Inclusive
curriculum and
assessment**



**Ongoing
professional
learning**

Welcoming and affirming environment

SYMBOL



DESCRIPTION

A welcoming and affirming environment feels safe. It is a space where people can find themselves represented and reflected, and where they understand that all people are treated with respect and dignity. The environment ensures all cultural identities (i.e. race, ethnicity, age, gender, sexual orientation, disability, language, religion, socioeconomic background) are affirmed, valued, and used as vehicles for teaching and learning.

RESOURCES

- School Climate and Culture Index
- Mental Health Education Literacy Schools: Linking to a Continuum of Well-Being
- English Language Learner/Multilingual Learner Parent Resources
- Social Emotional Learning: Essential for Learning, Essential for Life
- Guidelines and Resources for Social and Emotional Development and Learning (SEDL) in New York State
- NYSED Information and Resources Regarding Restorative Justice and Trauma Sensitivity Training
- The New York State Dignity for All Students Act (DASA)

High Expectations and Rigorous Instruction

SYMBOL



DESCRIPTION

High expectations and rigorous instruction prepare the community for rigor and independent learning. The environment is academically rigorous and intellectually challenging, while also considering the different ways students learn. Instruction includes opportunities to use critical reasoning, take academic risks, and leverage a growth mindset to learn from mistakes. Messages encourage positive self-image and empower others to succeed.

RESOURCES

New York State Board of Regents Every Student Succeeds Act (ESSA Plan)

New York State Next Generation English Language Arts and Mathematics Learning Standards

New York State My Brother's Keeper (Initiative)

New York State Early Learning Standards

Blueprint for Improved Results for Students with Disabilities

State Systemic Improvement Plan Multi-tiered Systems of Support Model

Blueprint for English Language Learner/Multilingual Learner Success

Social Emotional Learning Benchmarks

Inclusive Curriculum and Assessment

SYMBOL



DESCRIPTION

Inclusive curriculum and assessment elevate historically marginalized voices. It includes opportunities to learn about power and privilege in the context of various communities and empowers learners to be agents of positive social change. It provides the opportunity to learn about perspectives beyond one's own scope. It works toward dismantling systems of biases and inequities, and decentering dominant ideologies in education.

RESOURCES

Teacher Test Development and Participation Opportunities

Civic Readiness Initiative

The New York State K-12 Social Studies Framework and Toolkits

Ongoing Professional Learning

SYMBOL



DESCRIPTION

Ongoing professional learning is rooted in the idea that teaching and learning is an adaptive process needing constant reexamination (Moll, et al., 1992; Gay, 2010). It allows learners to develop and sharpen a critically conscious lens toward instruction, curriculum, assessment, history, culture, and institutions. Learners must be self-directed and take on opportunities that directly impact learning outcomes.

RESOURCES

Diverse and Learner-Ready Teachers Initiative

Professional Standards for Educational Leaders (PSELs)

New York State Teaching Standards

NYU Metro TAC-D 2018-2019 Regional Workshops

Culturally Responsive-Sustaining Mindsets

All stakeholders (students, teachers, school leaders, district leaders, families and community members, higher education faculty and administrators, and Education Department Policymakers) can adopt these culturally responsive-sustaining aligned mindsets as a lens through which to implement the CR-S guidelines outlined in this framework.

New York State **EDUCATION STAKEHOLDERS** can contribute to a Culturally Responsive-Sustaining Education for students by:

Believing that culture is not an addition but is a critical component of education.

Believing that students and their families are individuals with their own assets, knowledge, and abilities who should be valued and consulted.

- Student and community assets should be sustained and leveraged for academic achievement.
- Consider students as co-designers of curriculum and drivers of instruction (Jenkins & Healey, 2009)
- Embed community input into curriculum to reflect diversity of the local and global community.

Believing that critical and continuous self-reflection is required to dismantle systems of biases and inequities rooted in our country's history, culture, and institutions.

- Employ a critical pedagogy that empowers students to see themselves as agents of social change and architects of their own destinies (Duncan-Andrade & Morrell, 2008).
- Employ a critical lens (racial, gender, sexual identity, linguistic, religious, ability, socioeconomic, or other salient cultural identities) when developing resources and intervention frameworks to de-center dominant ideologies and pedagogies that ignore or marginalize diverse students.
- Identify and one's own implicit biases, reflecting on how they may shape one's feelings, actions, academic expectations, or behavioral expectations of students based on particular aspects of their identities (race, gender, social class, nationality, language, sexual orientation, ability, etc.)
- Assess and reflect on one's racial literacy skills, "the ability to read, discuss, and write about situations that involve race or racism" (Sealey-Ruiz, 2013), and seek opportunities to practice and develop racial literacy with peers and students.



Culturally Responsive-Sustaining Guidelines

All stakeholders (students, teachers, school leaders, district leaders, families and community members, higher education faculty and administrators, and Education Department Policymakers) can consider implementing the following CR-S guidelines as a means to achieve a more culturally responsive-sustaining education system.

The following section is organized by stakeholder group. Each stakeholder group is provided with guidelines that serve as

recommendations according to the four principles of culturally responsive-sustaining education.

We recognize that much of this work is already happening across the state. The following guidelines are intended to offer a bank of strategies, with other perspectives for your community to consider. This is in no way meant to be an exhaustive list. Collaborate with stakeholders to prioritize and plan for the local needs of your community.



New York State **STUDENTS** can contribute to a Culturally Responsive- Sustaining educational environment by:



**Creating a
welcoming
and affirming
environment**



**Fostering high
expectations
and rigorous
instruction**



**Identifying
inclusive
curriculum and
assessment**



**Engaging
in ongoing
professional
learning and
support**



Creating a welcoming and affirming environment

- Maintain knowledge and awareness that everyone reacts to situations differently based on their own experiences, cultural backgrounds, and perspectives.
- Practice empathy during all interactions. Think about others' feelings, taking into account their experiences and imagining what it feels like to be in another person's shoes.
- Respectfully, and with care, engage in difficult conversations, particularly those that challenge power and privilege in our society.
- Choose kind words over put-down language. Strive to accept others rather than impose negative judgment, in order to create a safe and supportive learning environment that allows for other students to think critically, share honestly, and take academic risks.
- Support and accept classmates. Hold peers accountable to following the mutually-agreed upon norms and assume the responsibility of creating an educational environment in which others feel affirmed and valued.
- Express respectful agreement or disagreement with opinions, validating the knowledge of peers, or challenging their viewpoints in constructive ways.
- Acknowledge and try to incorporate the ideas of peers respectfully, recognizing that other students may have vastly different perspectives, experiences, strengths, needs, and opinions.
- Lean into discomfort, taking emotional and academic risks by engaging in critical conversations.
- Support classmates when in need and work to help mediate through discussion and restorative practices.
- Collaborate with teachers and trusted adults to repair harm when harm is caused.
- Take risks and view mistakes as opportunities to grow academically and emotionally.
- Create collective norms about how to take care of the physical space and materials in the classroom and school community.
- Make an effort to build strong relationships across groups, talking to and getting to know a variety of peers and their perspectives.
- Consider the physical environment of the classroom to determine what cultures, languages, and identities are reflected, represented and valued. Collaboratively advocate for the representation of the cultural backgrounds of all students across New York State, ensuring that diverse backgrounds are reflected and valued in the school community throughout the year, not only on designated holidays.
- Advocate for diversity of art, food, and activities in the building that represent the vast diversity of the state and that incorporate relevant cultural and historical context.
- Work with teachers to create an environment that establishes mutually agreed-upon norms. Act out of a sense of personal responsibility to follow these norms, and not from a fear of punishment or desire for a reward.
- Build respect and mutual understanding across the school community, including with teachers, administrators, counselors, school aides, custodial staff, lunch and recess staff, etc.
- Take ownership of the physical space and learning environment in the school community, welcoming others, taking on leadership roles as school ambassadors, and creating and engaging in activities that improve the school climate and culture for students of diverse backgrounds.
- Participate in the creation of, and review of, school codes of conduct. Be a collaborating member of these existing committees.
- Address implicit bias in the school and community environment.
- Take risks and learn from your mistakes, in order to grow academically and emotionally.
- Identify inequity and challenge it when you see it.

Express respectful agreement or disagreement with opinions, validating the knowledge of peers, or challenging their viewpoints in constructive ways.

- Create opportunities for others to join the conversation by asking questions, listening to and acknowledging the opinions of others, and being open-minded to peers.

and identities are reflected, represented and valued. Collaboratively advocate for the representation of the cultural backgrounds of all students across New York State, ensuring that diverse



Fostering high expectations and rigorous instruction

- Challenge oneself to do more than what feels academically comfortable. Set high goals and continuously revise them to push yourself out of your academic comfort zone.
- Collaborate with teachers to develop tools for persevering in difficult social and academic situations, i.e. growth mindset tools that help students view challenges and failures as opportunities to grow, and view their brain as a muscle that continues to get stronger over time when they take on new challenges and try new things.
- Draw upon your past learning, prior experiences, and the richness of your cultural background to make meaning of new concepts and apply learning on an ongoing basis.
- Strive and take pride in producing high quality work, using feedback to revise work, continuously improve, and set new goals.
- Voice and express the need for challenging work and extension activities after achieving a goal.
- Promote the group's success and support the participation of everyone in the learning task.
- Take responsibility for one's role in group activities, balancing group and individual accountability.
- Work cooperatively toward goals and hold each other accountable in supportive ways.
- Develop or sustain the mindset that having high expectations means caring about more than just a grade, but also personal growth and character development.
- Participate, when possible, in student leadership opportunities, such as student-led workshops, peer-led discussion, and student-run school-wide initiatives.
- Advocate for varied ways of learning (i.e. project-based learning, presentations, station work, small group work) that accommodate the diverse learning styles and interests of those in the class community.
- Continuously learn about implicit bias, with attention to identifying and addressing implicit bias in the school community.
- Advocate for the physical access of all differently-abled members of the school community.





Identifying inclusive curriculum and assessment

- Identify, discuss and dismantle implicit bias in curriculum and assessment.
- Advocate for the opportunity for all students to actively give input and share their opinions on the curriculum (book selection, course offerings, elective offerings).
- Identify gaps where the current curriculum does not address multiple perspectives, cultures, and backgrounds. Advocate for fair representation of these absent perspectives.
- Challenge power and privilege where present, or absent, in the curriculum by locating other resources or requesting curriculum that is inclusive of multiple perspectives.
- Generate ideas about people or concepts that peers may like to learn about and share these ideas with your teachers and school leaders.
- Ask questions about self, community, and society that may serve as opportunities to connect in-school learning with the world outside the classroom. Share these questions and any related ideas with your teachers and school leaders.
- Collaborate with teachers to connect events deemed relevant by your community to the classroom.
- Actively engage in service learning opportunities, when available, to expand learning beyond the classroom. Encourage peers to collaborate with you in these learning opportunities.
- Collaborate with teachers, peers, and administrators to create opportunities for meaningful long-term projects, project-based learning activities, and field visits that allow all students to demonstrate their knowledge and growth over time, and align to the varied learning styles and interests of those in the class community.
- Collaborate with teachers, peers, and administrators to create multiple ways of assessing in-classroom learning that allow all students to demonstrate their knowledge and growth over time, and align to the varied learning styles and interests of those in the class community.
- Look critically at the course offerings, extracurricular activities, and student-led organizations. Challenge the current system to make changes that ensure equitable access and participation, especially if the environment offers limited options in which the same students participate and hold leadership opportunities.



Engaging in ongoing professional learning and support

- Set goals toward future aspirations and collaborate with teachers and families to make plans about achieving them. Work daily toward accomplishing these goals.
- Apply for out-of-school programs and learning opportunities, when possible.
- Seek help and guidance, when needed, from broader support networks such as peers, family, and trusted adults.
- Take ownership and accountability after making mistakes, using your mistake as an opportunity to learn and further academic and emotional growth.
- Continuously learn about implicit bias, with attention to identifying and challenging your own biases, and identifying and addressing implicit bias in the school community.
- Challenge yourself to learn about people, cultures, languages, orientations, abilities, and socioeconomic backgrounds different than your own.

Develop or sustain the mindset that having high expectations means caring about more than just a grade, but also personal growth and character development.



New York State **TEACHERS** can cultivate a Culturally Responsive- Sustaining education for students by:



**Creating a
welcoming
and affirming
environment**



**Fostering high
expectations
and rigorous
instruction**



**Identifying
inclusive
curriculum and
assessment**



**Engaging
in ongoing
professional
learning and
support**



Creating a welcoming and affirming environment

- Assess the physical environment of the classroom and school to determine whether a variety of diverse cultures, languages, orientations, and identities are reflected, represented and valued. Promote a variety of perspectives that represent the diversity of the state of New York beyond designated icons, historical figures, months and holidays.
- Build rapport and develop positive relationships with students, and their families, by learning about their interests and inviting them to share their opinions and concerns. Find opportunities to address and incorporate their opinions and concerns.
- Provide multiple opportunities for parents to communicate in their language and method of preference, such as digital and in-person formats, class visits, phone conversations, text message, email, collaborative projects, and impromptu conferences.
- Work with families early and often to gather insight into students' cultures, goals, and learning preferences.
- Enact classroom management strategies that avoid assigning blame or guilt to students based on perceptions about their cultures, differences, or home lives.
- Work toward creating an environment that establishes mutually agreed-upon norms and encourages students to act out of a sense of personal responsibility to follow those norms, not from a fear of punishment or desire for a reward.
- Meet with families to understand and align the recognition, reward, and incentive practices used in the classroom to the values and cultural norms of families.
- Create opportunities to allow different groups and ideas to become part of the fabric of the school community by organizing proactive community-building circles and activities that promote positive relationships among individuals from diverse backgrounds. Include students, teachers, school staff, leaders, families, and community members in these opportunities.
- Use restorative justice circles and structures to welcome students back into learning when harm has occurred.
- Participate in the review of school and district policies (codes of conduct, curriculum reviews, community engagement, etc.).
- Attend or volunteer at community events, when possible, to develop relationships with families and the community outside of the classroom setting.
- Respond to instances of disrespectful speech about student identities by intervening if hurtful speech or slurs are used, addressing the impact of said language, and discussing appropriate and inappropriate responses when instances of bias occur. Use these moments as opportunities to build classroom environments of acceptance.
- Identify and address implicit bias in the school and community environment.
- Encourage students to take academic risks in order to create an environment that capitalizes on student mistakes as learning opportunities that help students grow academically and emotionally.



Fostering high expectations and rigorous instruction

- Have high expectations and deliver rigorous instruction for all students regardless of identity markers, including race, gender, sexual orientation, language, ability, and economic background.
 - Reflect on your own implicit bias, how that bias might impact your expectations for student achievement or the decisions you make in the classroom, and the steps you can take to address your biases and their impact on students.
 - Strive to be culturally sustaining by centering the identities of all students in classroom instruction, encouraging cultural pluralism rather than asking students to minimize their identities in order to be successful.
 - Provide parents with information about what their child is expected to learn, know, and do at his/her grade level and ways to reinforce concepts at home (e.g., using the home language; reading with, or monitoring, independent reading).
 - Promote alternative achievement metrics that also support academics (e.g., demonstrating growth, leadership, character development, Social Emotional Learning competencies, or school values).
 - Invite families and community members to speak or read in the classroom as a means to teach about topics that are culturally specific and aligned to the classroom curriculum and/or content area.
 - Provide opportunities for students to critically examine topics of power and privilege. These can be planned project-based learning initiatives, instructional activities embedded into the curriculum, or discussion protocols used in response to inequity that occurs in the school and/or classroom.
 - Incorporate current events, even if they are controversial, into instruction. Utilize tools (prompting discussion questions, Socratic seminar, conversation protocols) that encourage students to engage with difficult topics (power, privilege, access, inequity) constructively.
 - Be responsive to students' experiences by providing them with a space to process current events.
- Have high expectations and deliver rigorous instruction for all students regardless of identity markers, including race, gender, sexual orientation, language, ability, and economic background.**
- Help students identify their different learning styles in both classwork and homework and incorporate instructional strategies and assignments that are responsive to those learning styles.
 - Provide students with opportunities to present to their peers through project-based or stations-based learning to leverage student experience and expertise.
 - Co-create explicit classroom expectations that meet the needs of all students.



Identifying inclusive curriculum and assessment

- Feature and highlight resources written and developed by traditionally marginalized voices that offer diverse perspectives on race, culture, language, gender, sexual identity, ability, religion, nationality, migrant/refugee status, socioeconomic status, housing status, and other identities traditionally silenced or omitted from curriculum.
- Play a role in helping schools to understand and align curriculum to the variety of histories, languages and experiences that reflect the diversity of the State population.
- Pair traditional curricular content with digital and other media platforms that provide current and relevant context from youth culture.
- Provide homework, projects, and other classroom materials in multiple languages.
- Provide regular opportunities for social emotional learning strategies within lessons and as discrete learning activities.
- Utilize student data points and assessment measures that reflect learning spaces, modalities, and demonstration of proficiency that go beyond metrics traditionally associated with standardized testing.
- Engage students in youth participatory action research that empowers youth to be agents of positive change in their community.
- Connect instructional content with the daily lives of students by using culturally-specific examples (e.g., music, movies, text) that tap into their existing interests, knowledge, and youth culture.
- Take field trips to community-learning sites, such as museums, parks, cultural centers, neighborhood recreational centers, and community centers, to foster students' cultural understanding and connection to the surrounding community.
- Incorporate cooperative learning activities to encourage understanding of diverse perspectives; support students in working cooperatively toward goals; and highlight students' unique strengths in the group (e.g., public speaking, note-taking, writing, drawing, etc.).
- Support students in creating and running student-led initiatives.

Encourage students to take academic risks in order to create an environment that capitalizes on student mistakes as learning opportunities that help students grow academically and emotionally.



Engaging in ongoing professional learning and support

- Continuously learn about implicit bias, with attention to identifying and challenging your own biases, and identifying and addressing implicit bias in the school community.
- Use professional learning activities as opportunities to better acquaint oneself with the diverse communities in which their students live.
- Set professional goals related to CR-S practices.
- Engage in inquiry groups and professional learning communities with peers and mentors.
- Analyze discipline data to determine any trends across sub-groups or bias toward students.





New York State **SCHOOL LEADERS** can cultivate Culturally Responsive- Sustaining Education for students by:



**Creating a
welcoming
and affirming
environment**



**Fostering high
expectations
and rigorous
instruction**



**Identifying
inclusive
curriculum and
assessment**



**Engaging
in ongoing
professional
learning and
support**



Creating a welcoming and affirming environment

- Conduct periodic review of school policies (i.e. dress code, discipline code, conduct code), by collaborating with parents, teachers, community members and incorporating research-based best practices such as restorative justice, positive behavior interventions and supports.
- Assess school climate using a variety of measures (i.e. surveys, interviews, focus groups, informal gatherings) to collect diverse stakeholder impressions and experiences, using questions that consider issues of diversity, equity, and inclusion.
- Disaggregate data (i.e. discipline, attendance, enrollment in advanced coursework, special education, and gifted and talented programs) by sub-group, evaluate trends, and create a strategic plan to address disproportionality.
- Provide space for teachers and staff to process and determine how to engage with students and families after social and political events that impact the wider community.
- Support formal and informal structures for families to receive information about grade-level standards and expectations, developmentally appropriate social emotional tools, and strategies to support academic and social growth at home.



- Provide interpretation services at family meetings (i.e. parent organization meetings, community events, during the enrollment process, during the provision of special education services, etc.), to ensure family engagement includes meaningful two-way communication and offers families the opportunity to share (not just receive) in their home language.
- Develop multiple means of ongoing family engagement (i.e. apps and online systems of communication, parent leadership opportunities, parent family liaison positions, opportunities for families to serve as active co-creators of policies and programs, parent organizing bodies, and holding meetings at varied hours, possibly providing transportation and childcare, outreach at community meetings).
- Create advisory groups consisting of various education stakeholders (families, teachers, students, community members) to work collaboratively to set school norms, establish school goals, and build alignment between the families' expectations and values, and the school's expectations and values.
- Work with cultural and community centers to identify needs and provide services to families by offering classes such as parenting, financial literacy, computer literacy, or English language at the school.
- Highlight works of art designed by students and members of the broader community that incorporate relevant cultural and historical context.
- Create a visibly multilingual and multicultural environment by posting signs, banners, and other materials throughout the school that acknowledge and celebrate the identities of students.
- Post high-quality work in the physical environment that is not limited to the display of correct answers, but also demonstrates students' critical thinking, conceptual understanding, reasoning, and application of content to meaningful real-world situations. Work to ensure high-quality work is equitably represented from students across sub-groups.
- Create "listening conferences" or "peacemaking circles" led by a trained facilitator through which all stakeholders can discuss cultural and social values and resolve conflict.
- Develop peer mediation programs where trained student mediators assist their peers in settling disputes.
- Incorporate time in the school day when formal restorative practices can occur.
- Provide the time and resources for students to create cultural clubs to learn more about their culture as well as other students' cultures.

Incorporate parent and community voices into the hiring process.

- Develop interview questions when hiring new staff that provide opportunities for candidates to identify ways they share (or don't share) experiences with the local student populations and to explain the implications of those experiences for their professional practices.
- Incorporate parent and community voices into the hiring process.



Fostering high expectations and rigorous instruction

- Have high expectations and ensure rigorous instruction for all students regardless of identity markers, including race, gender, sexual orientation, language, ability, and economic background.
- Reflect on your own implicit bias, how that bias might impact your expectations for student achievement or the decisions you make in the school, and the steps you can take to address your biases and their impact on students.
- Develop in-school inquiry-based teams to address instructional rigor, cultural responsiveness, achievement disparities, and student engagement.
- Embed cognitive and instructional strategies into teacher coaching that enables students to strengthen learning capacity.
- Embed cognitive and instructional strategies into the teacher coaching model that pushes teachers to put the cognitive lift on students. Coach teachers to deliver high-quality instruction that enables students to grow as independent learners, think critically, make meaning of new concepts in multiple ways, and apply learning to meaningful, real-world situations.
- Promote alternative achievement metrics that also supports academics (e.g., demonstrating school values, strong attendance, leadership, growth).



Identifying inclusive curriculum and assessment

Conduct periodic review of school policies (i.e. dress code, discipline code, conduct code), by collaborating with parents, teachers, community members and incorporating research-based best practices such as restorative justice, positive behavior interventions and supports.

- Support staff in embedding grade-level, standards-aligned resources that emphasize cultural pluralism; social justice; and current events into curriculum across content areas.
- Partner with teachers to audit curriculum, materials, and school or classroom libraries to assess: whether they properly represent, value, and develop students' cultures; presence of implicit bias; or omission of cultural (race, class, gender, language, sexual orientation, nationality, ability) perspectives.
- Support the design and implementation of multiple forms of assessment that consider personalized student needs (i.e. learning style, learning preferences, language proficiency).
- Invest in curricular resources that reflect diverse cultures and voices of marginalized people.
- Invest in community leaders and family members as contributors to instruction by actively seeking and welcoming their history and knowledge.
- Incorporate social emotional learning (SEL) materials, resources, and strategies into the school day and broader learning environment that consider and plan for topics of equity and inclusion.
- Expose students to the world beyond the home community while affirming their own identities (i.e. community mentor programs, guest speakers, field trips, cross-district partnerships).



Engaging in ongoing professional learning and support

- Support teachers in building capacity to leverage community context in curriculum.
- Create learning communities (i.e., professional learning communities, book study, discussion groups, online webinars, digital subscriptions) for teachers and students to engage in topics that directly address educator and student identities and understand and unpack privilege.
- Provide opportunities for teachers and leaders to receive trainings on topics related to diversity, equity, and inclusion, such as: critical self-reflection, disproportionality, anti-bias, developing racial literacy, combating racism and microaggressions, etc.
- Use data and research to identify teachers with strong culturally responsive-sustaining practices and racial literacy skills and allow time for them to share their practices (i.e. peer observations, professional learning, etc.)
- Support teachers in conducting cross-curricular culturally responsive-sustaining planning sessions by providing forums for collaborative planning, drafting, mapping, and aligning.

New York State **DISTRICT LEADERS** can cultivate Culturally Responsive- Sustaining Education for students by:



**Creating a
welcoming
and affirming
environment**



**Fostering high
expectations
and rigorous
instruction**



**Identifying
inclusive
curriculum and
assessment**



**Engaging
in ongoing
professional
learning and
support**





Creating a welcoming and affirming environment

- Create a policy statement about your commitment to culturally responsive-sustaining education, and include staff (teachers, school safety officers, counselors, lunch and recess staff) in its creation, development, and ongoing training.
- Conduct periodic review of school policies (i.e. dress code, discipline code, conduct code), by collaborating with parents, teachers, community members and incorporating research-based best practices such as restorative justice, positive behavior interventions and supports.
- Encourage and incentivize school leaders to hold spaces (i.e. community forums, social events) that foster collaboration among teachers, families, and community members that provide insight into the assets that exist among the school community.
- Provide resources to schools (i.e. shared language, online resources, questions for discussion, etc.) for incorporating and responding to current events and events that impact the community.
- Formalize structures for school and district-wide parent collaboration, such as parent-teacher associations/ organizations (PTA/PTO) or academic parent-teacher teams (APTT).
- Assess school climate using a variety of measures (i.e. surveys, interviews, focus groups, informal gatherings) to collect diverse stakeholder impressions and experiences, using questions that consider issues of diversity, equity, and inclusion.
- Disaggregate data (i.e. discipline, attendance, enrollment in advanced coursework, special education, and gifted and talented programs) by sub-group, evaluate trends, and create a strategic plan to address disproportionality.
- Make accessible and readable information readily available to families in a variety of modes, including translations and accommodations for those with disabilities.
- Provide interpretation services at family meetings (i.e. parent organization meetings, community events, during the enrollment process, during the provision of special education services, etc.), to ensure family engagement includes meaningful two-way communication and offers families the opportunity to share (not just receive) in their home language.
- Gather family and community feedback on district-wide policies before implementation and provide transparent updates during and after implementation.
- Develop multiple means of ongoing family engagement (i.e. apps and online systems of communication, holding meetings at varied hours, possibly providing transportation and childcare, outreach at community meetings or other places the community gathers).
- Stay current on wider social and political issues that affect communities served by the district (i.e. hold regular meetings with community-based organizations and advocacy groups, create a community liaison role to gather information from the field).
- Work to improve the recruitment and retention of a diverse teacher workforce (i.e. teachers who identify as people of color, LGBTQIA+, differently-abled) by strengthening pipelines for teacher education and cultivating relationships with local and national partners (i.e. historically Black colleges and universities, Hispanic association of colleges and universities, alliance organizations).
- Identify, cultivate, and support students who are interested in joining the district in the future as a classroom teacher or school professional (school counselor, occupational and speech pathologist, etc.) by partnering with higher education and other professional organizations that could provide scholarships, internships, externships, and mentorship opportunities, as a means to strengthen teacher education pipelines.
- Work with cultural and community centers and organizations to identify needs and provide services to families by offering classes such as parenting, financial literacy, computer literacy, or English language at the school.

Create a policy statement about your commitment to culturally responsive-sustaining education, and include staff (teachers, school safety officers, counselors, lunch and recess staff) in its creation, development, and ongoing training



Fostering high expectations and rigorous instruction

- Strategize instructional methods to disrupt any disparities in student success outcomes that exist across lines of difference, highlighting and sharing best practices from the field.
- Incorporate adaptive learning methods that encourage differentiation, exploration and curiosity as opposed to scripted, one-size-fits-all instructional programs.
- Partner with experts in the field (i.e. professional learning organizations, higher education, consultants) to identify research-based, instructional strategies that are most effective in advancing student academic success.
- Use tools to identify and recognize instructional methods that high-performing, culturally responsive-sustaining teachers are using across content areas.
- Facilitate structures for teacher collaboration across school and district teams, i.e. peer observations, school visits, purposeful partnerships, mentor teachers.



Identifying inclusive curriculum and assessment

- Adopt curriculum that includes culturally authentic learning experiences that mirror students' ways of learning, understanding, communicating, and demonstrating curiosity and knowledge.
- Adopt curriculum that highlights contributions and includes texts reflective of the diverse identities of students and reframes the monocultural framework that privileges the historically advantaged at the expense of other groups.
- Invest in research to determine assessments geared toward academic achievement for underrepresented and underserved students of diverse identities.
- Formally disseminate existing research on best practices from the field regarding culturally responsive-sustaining curriculum, instruction, and assessment to stakeholders in the district.
- Partner with higher education institutions on curriculum development, coaching, and consultation around issues of diversity, equity and inclusion (e.g., immigration, integration, diversification of curriculum).
- Create courses district-wide about the diversity of cultures representative of the state of New York (e.g., Native Americans, African Americans, Latinx Studies, Asian American Studies, Gender Studies) in a way that is comprehensive (e.g., across grade levels and not relegated to one specific month) and empowering (e.g., African American history does not begin with slavery, but with African history).



Engaging in ongoing professional learning and support

- Train and build the capacity of instructional leaders to support teachers in delivering instruction that is rigorous, student-centered, and promotes students as agents of positive social change.
- Disseminate existing, or develop new, self-assessment tools and resources for educators to assess and reflect on their implicit biases.
- Ensure schools have evidence-based trainings and planning time supportive of CR-S, including space for collaborative curriculum drafting, mapping, and aligning (Carter & Welner, 2013).
- Provide Professional Learning Communities and other professional learning structures to address bias, develop racial literacy skills, etc.
- Use data and research to identify teachers with strong CR-S practices and racial literacy skills and allow time/space for them to share their practices with other district teachers.

New York State **FAMILIES AND COMMUNITY MEMBERS**

can cultivate a
Culturally Responsive-
Sustaining Education
for students by:



**Creating a
welcoming
and affirming
environment**



**Fostering high
expectations
and rigorous
instruction**



**Identifying
inclusive
curriculum and
assessment**



**Engaging
in ongoing
professional
learning and
support**





Creating a welcoming and affirming environment

Set goals with your children toward their future aspirations and collaborate with teachers to make plans about achieving them.

- Communicate with your child's teachers using your preferred language and means of communication (e.g., in-person, phone, email, texts, notes) from the variety of methods of participation offered (in-class, in-school, at-home, community-based). When a variety of communication methods is not offered, advocate for increased means of communication.
- Advocate for the right to receive communications in the language and format desired.
- Advocate to ensure that school culture and environment is safe and responsive to children's needs.
- Partner with teachers and school leaders to inform them of, and assist with, school community needs.



Fostering high expectations and rigorous instruction

- Be aware of, and collaboratively advocate for, children having access to a wide range of educational coursework and programming.
- Share knowledge about your child's interests, learning style, learning preferences, and prior educational experiences with trusted teachers and leaders in the school community.
- Share traditions and cultural assets with teachers to support the integration of these values within curriculum.
- Support students in engaging with their local community (i.e. youth participatory action research [Y-PAR] and other community-based inquiry) that encourages student engagement with their local contexts.
- Be open to opportunities for service learning, outreach, field trips, and other educational opportunities in the school community, toward the end of helping students develop a sense of identity and belonging and provide a support system in the school community.
- Ask teacher and school leaders what is being taught in each class, and periodically inquire about children's progress toward achieving learning goals.
- Support students in achieving progress toward learning goals, to the extent possible. Seek help and guidance from trusted teachers, leaders, and families in the school community, when needed.



Identifying inclusive curriculum and assessment

- Generate ideas about concepts that your children and their peers may like to learn about.
- Ask questions of your children about self, community, and society that may serve as opportunities to connect in-school learning with the world outside the classroom.
- Collaborate with teachers to connect events deemed relevant by the community to the classroom.
- Actively engage your children in service learning opportunities, when available, to expand learning beyond the classroom.

Share knowledge about your child's interests, learning style, learning preferences, and prior educational experiences with trusted teachers and leaders in the school community.



Engaging in ongoing professional learning and support

- Participate in decision-making around programs, policies, and learning activities that impact the school community.
- Work with parent organizations to ensure that parents are represented in the school across various identities including race, family orientation, social class, profession, religious backgrounds.
- Offer time and talents to school events and trainings, to the extent possible.
- Leverage the knowledge of other parents to create strong parental in-school community.
- Set goals with your children toward their future aspirations and collaborate with teachers to make plans about achieving them.
- Support your children in applying for out-of-school programs and learning opportunities, when possible.

New York State **HIGHER EDUCATION FACULTY AND ADMINISTRATORS** can cultivate a Culturally Responsive- Sustaining Education for students by:



**Creating a
welcoming
and affirming
environment**



**Fostering high
expectations
and rigorous
instruction**



**Identifying
inclusive
curriculum and
assessment**



**Engaging
in ongoing
professional
learning and
support**



Creating a welcoming and affirming environment

- Create a policy statement about your institution's commitment to culturally responsive-sustaining education that includes a definition, shared language, and short and term-long goals. Include administrators, faculty, staff, and students in its creation and ongoing implementation.
- Identify school codes of conduct and discipline policies that disproportionately impact persons of color, students who are English Language Learners/Multilingual Learners, students with disabilities, students of different religions, gender identities, sexual identities, nationalities, socioeconomic backgrounds, housing status, migrant/refugee status, and other diverse identities.
- Collaborate with teacher and leader candidates to address inequitable policies, and expand the development of tools to do so.
- Work to expand the recruitment and retention of a diverse student body and staff with identities and experiences that reflect the varied experiences of the student population. (i.e. educators and staff who identify as people of color, LGBTQIA+, differently-abled; educators and staff with experience in both rural and urban populations).



Fostering high expectations and rigorous instruction

- Have high expectations and deliver rigorous instruction for all teacher and leader candidates regardless of identity markers, including race, gender, sexual orientation, language, ability, and economic background.
- Reflect on your own implicit bias, and how that bias might impact your expectations for teacher and leader candidate achievement, and the decisions you make as a faculty member or administrator.
- Create a course, or embed into existing courses, the opportunity for teacher and leader candidates to identify and address their own implicit bias.
- Train and build the capacity of teacher and leader candidates to deliver instruction that meets the needs of a diverse population; values multiple components of student identity (race, economic background, gender, language, sexual orientation, nationality, religion, and ability); counters deficit-based policies; and promotes students as agents of positive social change.
- Review and update faculty pedagogical practices for culturally responsive-sustaining teaching across disciplines and support faculty in implementing said instruction.
- Invest in research to determine the educational policies and reforms geared toward academic achievement for underrepresented and underserved students of diverse identities and support faculty in implementing these practices in their teacher and leader preparation courses.
- Formally disseminate existing research on best practices from the field regarding culturally responsive-sustaining instruction to stakeholders in the district.
- Document and share examples from the field of culturally responsive-sustaining instruction and school leadership beyond the academic community to reach all education stakeholders.
- Place teaching candidates in student teaching placements across a range of diverse settings (urban, rural, suburban, small, large, traditional, nontraditional), supporting teachers to work along lines of difference with students of diverse backgrounds (race, language, economic background, ability).

Invest in research to determine the educational policies and reforms geared toward academic achievement for underrepresented and underserved students of diverse identities and support faculty in implementing these practices in their teacher and leader preparation courses.



Identifying inclusive curriculum and assessment

- Integrate CR-S education into teacher and education leadership preparation programs as both a standalone class and an infused aspect of all teacher preparation classes.
- Prioritize social emotional learning approaches that are culturally responsive-sustaining as essential to quality teaching and learning throughout New York State.
- Partner with districts on curriculum development, coaching, and assessment consultation with regard to issues of diversity, disproportionality, equity, and inclusion.
- Partner with teachers, school leaders, and district leaders to create materials to help in CR-S strategic planning and implementation at the classroom, school, and district level.
- Conduct curriculum audits within teacher and education leadership preparation programs to identify the levels of bias existing in current resource selection and staff capacity. Work with teacher and education leadership to use this data to better inform or advocate for different curricular choices.
- Invest in research to identify culturally responsive-sustaining methods of assessment that consider personalized student needs (i.e. learning style, learning preferences, language proficiency, interests) and allow all students to demonstrate their knowledge and growth over time.
- Formally disseminate existing research on best practices from the field regarding culturally responsive-sustaining curriculum and assessment to stakeholders in the district.
- Support school districts in creating courses about the diversity of cultures representative of the state of New York, (e.g., Native Americans, African Americans, Latinx Studies, Asian American, Gender Studies) in a way that is comprehensive (e.g., across grade levels and not relegated to one specific month) and empowering (e.g., African American history does not begin with slavery, but with African history).



Engaging in ongoing professional learning and support

- Prioritize teacher and leader professional learning opportunities that align with New York State Professional Learning Standards and build educators' capacities to deliver CR-S instruction. Work with school leaders and districts to engage teachers and school support staff in these opportunities both as in-school, job-embedded professional development and as out-of-school, college/university-based professional learning. Opportunities might be remote, in-person, short-term, or long-term.
- Create pipelines between the district and college/universities by identifying, cultivating, and supporting high school students of diverse backgrounds from the district who are interested in returning to the district as classroom teachers or school professional personnel (school counselors, occupational and speech pathologists, etc.).
- Disseminate existing, or develop new, self-assessment tools and resources for educators to assess and reflect on their implicit biases.

Create pipelines between the district and college/universities by identifying, cultivating, and supporting high school students of diverse backgrounds from the district who are interested in returning to the district as classroom teachers or school professional personnel (school counselors, occupational and speech pathologists, etc.).



New York State **EDUCATION DEPARTMENT POLICYMAKERS**

can cultivate
Culturally Responsive-
Sustaining Education
for students by:



**Creating a
welcoming
and affirming
environment**



**Fostering high
expectations
and rigorous
instruction**



**Identifying
inclusive
curriculum and
assessment**



**Engaging
in ongoing
professional
learning and
support**



EDUCATION BUILDING



Creating a welcoming and affirming environment

- Strive to be sustaining by centering the identities of all students in our educational policies, encouraging cultural pluralism rather than creating policies that ask students to minimize their identities in order to be successful.
- Strive to be responsive to the needs of students, teachers, school and district leaders, parents, and families.
- Work to expand the recruitment and retention of a diverse staff with identities and experiences that reflect the varied experiences of the student population in New York State (i.e. staff who identify as people of color, LGBTQIA+, differently-abled; staff with experience in both rural and urban populations).
- Make accessible and readable information readily available, in multiple languages, to parents and families.
- Develop guidance on ways schools can respond to local and global events, as well as prominent community concerns.
- Provide resources families need to be engaged advocates for their children's sense of belonging in school, with particular regard to the opportunities and challenges associated with having marginalized identity markers (i.e. race, sexuality, gender identity, ability, language, etc.)
- Recognize the effect of school environment on student achievement and continue to expand the development of tools that assess, address, and support the improvement of school climate.
- Engage families and communities in a respectful way, as outlined in the first commitment of New York State's My Brother's Keeper (MBK) initiative.



Fostering high expectations and rigorous instruction

- Create different pathways for educational success and life readiness, including college, career, technical education, and vocational pathways, etc.
- Create high-quality resources that allow teachers, school leaders, and district leaders to plan and implement culturally responsive-sustaining practices in their respective communities.
- Align existing resources to the Diagnostic Tool for School and District Effectiveness (DTSDE) and Social Emotional Learning (SEL) frameworks.
- Align existing state standards to CR-S guidelines.
- Adhere to the six commitments set by the New York State My Brother's Keeper (MBK) Initiative that incorporate strategies to help boys and young men of color—and all students—realize their full potential.



Identifying inclusive curriculum and assessment

- Identify and share resources in every content area that allow teachers, school leaders, and district leaders to embed equitable representations of diverse cultures, celebrate the voices of underrepresented identities, and accurately represent historical events into curriculum.
- Promote the design of multiple forms of assessment that consider personalized student needs (i.e. learning style, learning preferences, language proficiency).
- Promote and utilize asset-based research on the academic achievement of underrepresented and underserved students to determine educational policies and reforms related to standards, curriculum, and assessment.
- Use differentiated approaches to instruction based on need and culture, as outlined in the third commitment of New York State's MBK initiative.

Strive to be sustaining by centering the identities of all students in our educational policies, encouraging cultural pluralism rather than creating policies that ask students to minimize their identities in order to be successful.



Engaging in ongoing professional learning and support

- Build internal staff capacity to engage in continuous professional learning and growth around culturally responsive-sustaining practices that will be reflected in policies.
- Provide supports, opportunities, and resources that build stakeholders' capacity to implement CR-S practices.
- Continuously engage staff members in professional learning about implicit bias, with particular attention to allowing staff members to identify and challenge their own biases, and training them on identifying and addressing implicit bias in the workplace.
- Provide educators with opportunities for professional learning in the areas of equity, anti-bias, multicultural, and culturally responsive-sustaining pedagogies.
- Identify and share research practices proven effective and highlight examples of best practices from the field.



- Alim, H. S., Baglieri, S., Ladson-Billings, G., Paris, D., Rose, D. H., Valente, J. M. (2017, Spring). Responding to: "Crosspollinating culturally sustaining pedagogy and universal design for learning: Toward an inclusive pedagogy that accounts for Dis/ability." *Harvard Educational Review*, 87(1), 4-25.
- Archibold, E.E. (2016). Accessing freedom: culturally responsive restorative justice practice in schools. *Journal of Pedagogy, Pluralism and Practice*, 8(1), 110-122. Retrieved from <https://digitalcommons.lesley.edu/cgi/viewcontent.cgi?article=1044&context=jppp>.
- Aronowitz, S., & Giroux, H. A. (1985). Education under siege: The conservative, liberal, and radical debate over schooling. South Hadley, MA: Bergin and Garvey.
- Aronson, B., & Laughter, J. (2016, March). The theory and practice of culturally relevant education: A synthesis of research across content areas. *Review of Educational Research*, 86(1), 163-206.
- Asante, M. K. (2009). *Afrocentricity*. New York: John Wiley & Sons, Inc.
- Asmar, M. (2016, August 12). One way Denver public schools is addressing race and culture in the classroom. *Chalkbeat*. Retrieved from <https://www.chalkbeat.org/posts/co/2016/08/12/one-way-denver-public-schools-is-addressing-race-and-culture-in-the-classroom/>.
- Au, K., & Jordan, C. (1981). Teaching reading to Hawaiian children: Finding a culturally appropriate solution. In H. T. Trueba, G. P. Guthrie, & K. Au (Eds.), *Culture and the bilingual classroom: Studies in classroom ethnography* (pp. 139-152). Rowley, MA: Newbury.
- Augustin, C. (2016, June 15). Langston league launches new curriculum aimed at black male students. *The Vibe*. Retrieved from <https://www.vibe.com/2016/06/langston-league-shapes-new-statistic-of-young-black-male-scholars/>.
- Banks, J.A. (2003). *Levels of integration of multicultural content, A brief summary*. Retrieved from <http://resources.css.edu/diversityservices/docs/levelsofintegrationofmulticulturalcontent.pdf>.
- Bhabha, H. K. (1994). *The Location of Culture*. New York: Routledge.
- Benigni, M.D., Bronk, L., & Cardona, M.A. (2017). *Meeting the needs of our students: creating a diverse teaching staff*. Retrieved from http://www.meridenk12.org/Customer-Content/WWW/CMS/files/Creating_A_Diverse_Teaching_Staff.pdf.
- Benhabib, S. (2002). *The claims of culture: Equality and diversity in the global era* (pp. 1-48). Princeton, N.J.: Princeton University Press.
- Boykin, A. W. (1994) Afro-cultural expression and its implications for schooling. In E. R. Hollins, J. E. King, & W. C. Hayman (Eds.), *Teaching diverse populations: Formulating a knowledge base* (pp. 243-256). Albany: State University of New York Press.
- Boykin, A. W., & Noguera, P. (2011). *Creating the opportunity to learn: moving from research to practice to close the achievement gap*. Alexandria, VA: ASCD.
- BPS High School to Teacher Program. (n.d.). Retrieved from <http://www.teachboston.org/become-a-teacher/bps-high-school-to-teacher-program>.
- Bristol, T. J. (2015) Teaching boys: Toward a theory of gender-relevant pedagogy. *Gender and Education*, 27(1), 53-68.
- Brown-Jeffy, S., & Cooper, J. E. (2011). Toward a conceptual framework of culturally relevant pedagogy: An overview of the conceptual and theoretical literature. *Teacher Education Quarterly*, 38, 65-84.
- Carter, P. L., & Welner, K. G. (2013). *Closing the opportunity gap: what America must do to give every child an even chance*. New York: Oxford University Press.
- Cazden, C., & Leggett, E. (1981). Culturally responsive education: Recommendations for 7 achieving Lau remedies II. In H. T. Trueba, G. P. Guthrie, & K. Au (Eds.), *Culture and the bilingual classroom: Studies in classroom ethnography* (pp. 69-86). Rowley, MA: Newbury House.
- Childress, S., Doyle, D. P., & Thomas, D. A. (2009). *Leading for equity: the pursuit of excellence in Montgomery County Public Schools*. Cambridge, MA: Harvard Education Press.

REFERENCES

- Cohen, J., Pickeral, T., & McCloskey, M. (2009). Assessing school climate. *The Education Digest*, 74(8), 45.
- Darling-Hammond, L., & Berry, B. (1999). Recruiting teachers for the 21st century: The foundation for educational equity. *Journal of Negro Education*, 254-279.
- Duncan-Andrade, J. M., & Morrell, E. (2008). *The art of critical pedagogy: possibilities for moving from theory to practice in urban schools*. New York: Peter Lang.
- Emily Richmond. (2015, December 29). When restorative justice in schools works. *The Atlantic*. Retrieved from <https://www.theatlantic.com/education/archive/2015/12/when-restorative-justice-works/422088/>.
- Fergus, E., Noguera, P., & Martin, M. (2014). *Schooling for resilience: improving the life trajectory of Black and Latino boys*. Cambridge, MA: Harvard Education Press.
- Ferlazzo, L. (2016, February 6). How to practice restorative justice in schools. *Education Week Teacher Blog*. Retrieved from http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2016/02/response_how_to_practice_restorative_justice_in_schools.html?r=2122042716.
- Ford, D.Y., Moore, J.L., & Whiting, G.W. (2006). Eliminating deficit orientations: creating classrooms and curricula for gifted students from diverse cultural backgrounds. In Constantine, M.G. & Sue, D.W. (Eds.), *Addressing racism: facilitating cultural competence in mental health and educational settings* (pp. 173-193). Hoboken, NJ: Wiley. Retrieved from <https://start.hubzilla.org/cloud/lexlee/Addressing%20Racism%20Facilitating%20Cultural%20Competence%20in%20Mental%20Health%20and%20Educational%20Settings%20%5Bblackatk%5D.pdf>.
- Fortner, C., Faust-Berryman, A., & Keehn, G. (2014). *Atlanta public schools equity audit*. Retrieved from <https://www.atlantapublicschools.us/site/handlers/filedownload.shx?moduleinstanceid=48320&dataid=44054&FileName=APS%20Equity%20Audit%20Report%20final.pdf>.
- Freire, P. (2000). *Pedagogy of the oppressed* (30th anniversary ed.). New York: Continuum.
- Garcia, E. E. & Ozturk, M. (2017). *An asset-based approach to Latino education in the United States: Understanding Gaps and Advances*. New York, NY: Routledge.
- Gay, G. (1994). *At the essence of learning: Multicultural education*. West Lafayette, IN: Kappa Delta Pi
- Gay, G. (2010). *Culturally responsive teaching: theory, research, and practice*. New York, NY: Teachers College Press.
- Gellerman, B. (2015, September 14). Boston public school system seeks to increase diversity among its teachers. *WBUR News*. Retrieved from <http://www.wbur.org/news/2015/09/14/boston-teachers-diversity>.
- Human Resource Council for the Nonprofit Section. (n.d.). *Diversity at work*. Retrieved from <http://hrcouncil.ca/hr-toolkit/diversity-recruitment.cfm>.
- Illinois Criminal Justice Information Authority. *Implementing restorative justice: A guide for schools*. Retrieved from <https://www.sccgov.org/sites/pdo/ppw/SESAP/Documents/SCHOOL%20RJP%20GUIDEBOOK.pdf>.
- Jackson State University. (n.d.). *Call me MISTER*. Retrieved from <http://www.jsu.edu/mli/mister/>.
- Jenkins, A., & Healey, M. (2009). Developing the student as a researcher through the curriculum. *Innovations in practice*, 2(1), 3-15.
- Jordan, C. (1985). Translating culture: From ethnographic information to educational program. *Anthropology & Education Quarterly*, 16, 105-123.
- King, J., & Wilson, T. L. (1987). On being African-American: Beyond cultural democracy and racist education. Unpublished manuscript.
- Kirkland, D. (2012). Why I study culture, and why it matters: Humanizing ethnographies in social science research. In D. Paris & M. Winn (Eds.), *Humanizing Research*. Thousand Oaks Publishing.

- Klump, J. & McNeir, G. (2005). *Culturally responsive practices for student success: A regional sampler*. Portland, Or.: Northwest Regional Educational Laboratory. Retrieved from <http://educationnorthwest.org/sites/default/files/culturally-responsive-practices.pdf>.
- Korbey, H. (2018). A history in which we can all see ourselves. *Edutopia*. Retrieved from <https://www.edutopia.org/article/history-which-we-can-all-see-ourselves>.
- Ladson-Billings, G. (1992). Culturally relevant teaching: The key to making multicultural education work. In C.A. Grant (Ed.), *Research and multicultural education* (pp. 106-121). London: Falmer Press.
- Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African American children*. San Francisco, CA: JosseyBass.
- Ladson-Billings, G. (1995) But that's just good teaching! The case for culturally relevant pedagogy. *Theory into Practice*, 34(3), 159-165.
- Ladson-Billings, G. (2001). *Crossing over to Cannan: The journey of new teachers in diverse classrooms*. San Francisco: Jossey-Bass.
- Landsman, J. & Lewis, C. W. (2010). *White teachers / diverse classrooms: creating inclusive schools, building on students' diversity, and providing true educational equity*. Sterling, Virginia: Stylus Publishing.
- Lucas, T., & Villegas, A. M. (2013). Preparing linguistically responsive teachers: Laying the foundation in preservice education. *Theory Into Practice*, 52(2), 98-109.
- Macias, J. (1987). The hidden curriculum of Papago teachers: American Indian strategies for mitigating cultural discontinuity in early schooling. In G. Spindler & L. Spindler (Eds.), *Interpretive ethnography at home and abroad* (pp. 363-80). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Mcgrady, M. (2016, February 17). White students undergo weekly "deconstructing whiteness" program at northwestern university. *The College Fix*. Retrieved from <https://www.thecollegefix.com/post/26279/>.
- McKenzie, K.B. & Scheurich, J.J. (2004). Equity traps: A useful construct for preparing principals to lead schools that are successful with racially diverse students. *Educational Administration Quarterly*, 40(5), 601-632. doi: 10.1177/0013161X04268839.
- McLaren, P. (1989). *Life in schools: An introduction to critical pedagogy in the foundations of education*. White Plains, NY: Longman.
- Metropolitan Center for Urban Education. (2008). Academic interventions for struggling learners: Using culturally responsive instructional support teams. New York University Steinhardt School of Culture, Education, and Human Development.
- Mid-Atlantic Equity Consortium. (2016). English learners & disproportionality in special education. Retrieved from <https://maec.org/wp-content/uploads/2016/04/English-Learners-and-Disproportionality-in-Special-Ed.pdf>
- Mohatt, G., & Erickson, F. (1981). Cultural differences in teaching styles in an Odawa School: A sociolinguistic approach, In H. Trueba, G. Guthrie, & K. Au (Eds.), *Culture and the bilingual classroom: Studies in classroom ethnography* (pp. 105-119), Rowley, MA: Newbury House.
- Moll, L. C., Amanti, C., Neff, D. & González, N. (1992/2001). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory Into Practice*, 31, 132-141.
- Moll, N. C, & González, N. (1994). Lessons from research with language-minority children. *Journal of Reading Behavior*, 26(4), 439-456.
- Moore, S., Perez-Mendez, C., Beatty, J., & Eiserman, W. (1999). *A three-way conversation: effective use of cultural mediators, interpreters and translators*. Denver, Co: Western Media Products. Retrieved from <http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/presentations-and-webinars/A%20Three%20Way%20Conversation.pdf>.

REFERENCES

- Muñiz, J. (2018, February 28). Diversifying the teacher workforce with 'grow your own' programs. *New America*. Retrieved from <https://www.newamerica.org/education-policy/edcentral/diversifying-teacher-workforce-grow-your-own-pathways>.
- Office of Special Education Programs (OSEP), Center on Positive Behavioral Interventions and Supports. (2010, November 26). *PBIS frequently asked questions*. Retrieved from http://www.pbis.org/common/cms/files/pbisresources/PBIS_Q&A.pdf.
- Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. *Educational Researcher*, 41(3), 93-97.
- Paris, D., & Alim, H.S. (2014). What are we seeking to sustain through culturally sustaining pedagogy? A loving critique forward. *Harvard Educational Review*, 84(1), 85-100.
- Paris, D., & Alim, H. S. (Eds.). (2017). *Culturally sustaining pedagogies: Teaching and learning for justice in a changing world*. New York, NY: Teachers College Press.
- Peterson, E.R., Rubie-Davies, C., Osborne, D., & Sibley, C. (2016). Teachers' explicit expectations and implicit prejudiced attitudes to educational achievement: Relations with student achievement and the ethnic achievement gap. *Learning and Instruction*, 42, 123-140. Retrieved from https://www.researchgate.net/publication/293804841_Teachers%27_explicit_expectations_and_implicit_prejudiced_attitudes_to_educational_achievement_Relations_with_student_achievement_and_the_ethnic_achievement_gap.
- Public Policy Associates, Incorporated. (2015). *Considerations for conducting evaluation using a culturally responsive and racial equity lens*. Retrieved from <http://publicpolicy.com/wp-content/uploads/2017/04/PPA-Culturally-Responsive-Lens.pdf>.
- Rabouin, D. (2013, January 31). Black history month has been an epic failure. *Huffington Post*. Retrieved from https://www.huffingtonpost.com/dion-rabouin/black-history-month_b_2581805.html?utm_hp_ref=black-voices.
- Research Alliance for New York City Schools. (2016). *Culturally relevant education: a guide for educators*. Retrieved from https://steinhardt.nyu.edu/scmsAdmin/media/users/sg158/PDFs/esi_practice_guides/CRE_Practice_Guide.pdf.
- Richards, H; Brown, A; Forde, T. (2004). Addressing Diversity in Schools: Culturally Responsive Pedagogy. Denver, CO: National Center for Culturally Responsive Educational Systems (NCCRESt)
- Roth, K. (2017). The induction seminar: nurturing culturally sustaining teaching and learning in rural Alaska native communities. In Coulter, C., Jimenez-Silva, M., & Pinnegar, S. (Eds.), *Culturally sustaining and revitalizing pedagogies: language, culture, and power* (pp. 169-187). Bingley, U.K.: Emerald Publishing Limited.
- Santamaria, L. J. (2009). *Culturally responsive differentiated instruction: Narrowing gaps between best pedagogical practices benefiting all learners*. Teachers College Record, 111(1), 214-247.
- Sealey-Ruiz, Y. (2013). *Building racial literacy in first-year composition*. Teaching English in the Two Year College, 40(4), 384.
- Shade, B. J., Kelly, C., and Oberg, M. (1997). *Creating Culturally Responsive Classrooms*. Washington, DC: American Psychological Association.
- Sleeter, C. E. (2012). Confronting the marginalization of culturally responsive pedagogy. *Urban Education*, 47(3), 562-584.
- Smith, R. G., & Brazer, S. D. (2016). *Striving for equity: district leadership for narrowing the opportunity and achievement gaps*. Cambridge: Harvard Education Press.
- Sue, D. W. (2001). Multidimensional facets of cultural competence. *The Counseling Psychologist*, 29(66), 790- 821.
- Sammet, K. & Kekelis, L. (2016). Expanding access and inclusion in STEM through culturally responsive family engagement. *STEM Next Opportunity Fund*. Retrieved from <http://43ot971vwwe7okplriw2ql1-wpengine.netdna-ssl.com/wp-content/uploads/2018/05/Case-Study-Final.pdf>.

- Schott Foundation for Public Education (2014). *Restorative practices: fostering healthy relationships & promoting positive discipline in schools: A guide for educators*. Retrieved from <http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf>.
- Sharan, Y. (2010). Cooperative learning: a diversified pedagogy for diverse classrooms. *Intercultural Education*, 21(3), 195-203. Retrieved from https://www.researchgate.net/profile/Yael-Sharan/publication/239604296_Cooperative_learning_A_diversified_pedagogy_for_diverse_classrooms/links/55099f6d0cf27e990e0f7f38/Cooperative-learning-A-diversified-pedagogy-for-diverse-classrooms.pdf?origin=publication_detail.
- Sue, D.W., Capodilupo, C.M., Torino, G.C., Bucceri, J.M., Holder, A.M.B., Nadal, K.L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist*, 62(4), 271-286. Retrieved from <https://world-trust.org/wp-content/uploads/2011/05/7-Racial-Microaggressions-in-Everyday-Life.pdf>.
- Teaching Tolerance. (2017, August 30). Examining your school's climate. *Tolerance*. Retrieved from <https://www.tolerance.org/professional-development/examining-your-schools-climate>.
- Turner, C. S. (2002). *Diversifying the faculty: A guidebook for search committees*. Washington, DC: Association of American Colleges & Universities.
- The Leadership Conference Education Fund. (2017). The 2nd Annual New Education Majority Poll: Black and latino parents and families on education and their children's future.
- Tom Joyner Foundation. (2014). *EWC officially rolls out the call me MISTER program*. Retrieved from <https://tomjoynerfoundation.org/ewc-officially-rolls-call-mister-program/>.
- University of Washington College of Education. *Using multicultural literature to increase reading engagement and comprehension for upper elementary students in Michigan*. Retrieved from <https://education.uw.edu/cme/mlp>.
- U.S. Department of Education. (2016). *The state of racial diversity in the educator workforce*. Retrieved from <https://www2.ed.gov/rschstat/eval/highered/racial-diversity/state-racial-diversity-workforce.pdf>.
- Vavrus, M. (2008). Culturally responsive teaching. In T.L. Good (Ed.), *21st century education: a reference handbook*, 2, 49-57, Los Angeles: Sage.
- Villegas, A. M. (1991). *Culturally responsive pedagogy for the 1990's and beyond*. Washington, DC: ERIC Clearinghouse on Teacher Education.
- Vogt, L., Jordan, C., & Tharp, R. (1987). Explaining school failure, producing school success: Two cases. *Anthropology and Education Quarterly*, 18, 276-286.
- Weinstein, C., Curran, M., & Tomlinson-Clarke, S. (2003). Culturally responsive classroom management: awareness into action. *Theory Into Practice*, 42(4), 269-276. Retrieved from <http://www.etb.org/Portals/O/Files%20by%20Division/School%20Support/RSETASC/Culturally%20Responsive%20Classroom%20Management.pdf?ver=2015-04-20-150043-343>.
- Woodson, C. G. (2009). *The mis-education of the Negro*. New York: Wilder Publications Limited.

Image credits:

Front cover: ©iStock.com/SaulHerrera; page 6: ©iStock.com/FatCamera; page 8: ©iStock.com/-VICTOR; page 9: ©iStock.com/LightFieldStudios; page 10: ©iStock.com/Weedezign, ©iStock.com/-VICTOR; page 14: ©iStock.com/-VICTOR-; page 16: ©iStock.com/kalig; page 18: ©iStock.com/Ridofranz; page 21: ©iStock.com/PeopleImages; page 22: ©iStock.com/martinedoucet, ©iStock.com/jacoblund, ©iStock.com/PeopleImages; page 24: ©iStock.com/FatCamera; page 26: ©iStock.com/gradyreese; page 29: ©iStock.com/SolStock, ©iStock.com/FatCamera; page 30: ©iStock.com/asiseeit; page 32: ©iStock.com/asiseeit; page 35: ©iStock.com/DGLImages; page 36: ©iStock.com/SolStock; page 40: ©iStock.com/FG Trade; page 43: ©iStock.com/kalig, ©iStock.com/Kadek Bonit Permadi; page 44: ©iStock.com/fstop123; page 46: ©iStock.com/GrapelImages; page 49: ©iStock.com/JohnnyGreig; page 50: ©iStock.com/pabradypphoto; page 52: ©iStock.com/ferrantraite; page 54: ©iStock.com/miodrag ignjatovic

GLOSSARY OF TERMS

ASSET-BASED PERSPECTIVE is a transformational perspective that recognizes and values the rich cultural practices embedded in all communities. Asset-based teaching is a strengths-based approach that leverages students' knowledge, experiences, skills, values, and perspectives as assets for learning. Asset-based educators see cultural differences as assets, create caring learning communities in which social, cultural, and linguistic diversities are valued, use the cultural knowledges of diverse cultures, families, and communities to guide curriculum development, classroom climates, instructional strategies, and relationships with students, and challenge racial, linguistic, and cultural stereotypes, prejudices, racism, and other forms of intolerance, injustice, and oppression.

DEFICIT-BASED PERSPECTIVE implies that students are flawed or deficient and that the role of the school is to fix the student. Deficit-based teaching seeks to teach to students' weaknesses instead of teaching to their strengths. It views students as needed to be fixed or remediated, and often attributes their school failures to perceived deficits that lie within the student, their family, community or culture.

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, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of difference contained within everyone. Finally, we acknowledge that categories of difference are not always fixed but can

be fluid, and we respect individual rights to self-identification, as no one culture is intrinsically superior to another.

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, and not as idealistic. Equity is a robust system and dynamic process that reinforces and replicates equitable ideas, power, resources, strategies, conditions, habits, and outcomes.

SYSTEMATIC EQUITY is a complex combination of interrelated elements designed to create, support and sustain social justice.

GENDER implies a non-binary association of characteristics within the broad spectrum between masculinities and femininities. In New York State, gender is identified by the student. In the case of very young transgender students not yet able to advocate for themselves, gender may be identified by the parent or guardian.

INCLUSIVE more than simply diversity and numerical representation, being inclusive involves authentic and empowered participation and a true sense of belonging. In an inclusive school, the social and instructional space is designed such that all students have access to the curriculum and there are many opportunities for students to be successful.

INTERNALIZED RACISM describes the private racial beliefs held by and within individuals. The way we absorb social messages about race and adopt them as personal beliefs, biases, and prejudices are all within the realm of internalized racism. For people of color, internalized oppression can involve believing in negative messages about oneself or one's racial group. For Whites, internalized privilege can involve feeling a sense of

superiority and entitlement or holding negative beliefs about people of color.

INTERPERSONAL RACISM is how our private beliefs about race become public when we interact with others. When we act upon our prejudices or unconscious bias — whether intentionally, visibly, verbally — we engage in interpersonal racism. Interpersonal racism also can be willful and overt, taking the form of bigotry, hate speech or racial violence.

INSTITUTIONAL RACISM is racial inequity baked into our institutions, connoting a system of power that produces racial disparities in domains such as law, health, employment, education, and so on. It can take the form of unfair policies and practices, discriminatory treatment and inequitable opportunities and outcomes. A school system that concentrates people of color in the most overcrowded and under-resourced schools with the least qualified teachers, compared to the educational opportunities of more advantaged students, is an example of institutional racism.

MICROAGGRESSIONS are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership. In many cases, these hidden messages may invalidate the group identity or experiential reality of targeted persons, demean them on a personal or group level, communicate the perception that they are lesser human beings, suggest they do not belong with the majority group, threaten and intimidate, or relegate them to inferior status and treatment.

MULTILINGUAL LEARNERS (MLs) are students who, by reason of foreign birth or ancestry, speak or understand languages other than English, speak or

understand little or no English, require support in order to become proficient in English, and are identified pursuant to Section 154.3 of New York State's Commissioner's Regulations.

PLURALISM is a socially constructed system in which members of an identity group maintain participation in this group even as they belong to a larger cultural group. Educational pluralism is when students can leverage aspects of their cultural background as assets for learning and sustain those assets throughout their schooling. They are not required to minimize their unique cultural strengths in order to experience social and academic success or acceptance because no one culture is not valued as standard or dominant.

RACE is a socially constructed system of categorizing humans largely based on observable physical features (phenotypes) such as skin color and ancestry. There is no scientific basis for or discernible distinction between racial categories. The ideology of race has become embedded in our identities, institutions, and culture and is used as a basis for discrimination and domination.

RACIAL JUSTICE is the systematic fair treatment of people of all races that results in equitable opportunities and outcomes for everyone. All people are able to achieve their full potential in life, regardless of race, ethnicity or the community in which they live. Racial justice — or racial equity — goes beyond “anti-racism.” It's not just about what we are against, but also what we are for. A CR-S education framework should move us from a reactive posture to a more powerful, proactive and even preventative approach.

The concept of **RACISM** is widely thought of as simply personal prejudice, but, in fact, it is a complex system of racial hierarchies and inequities. At

the micro level of racism, or individual level, are internalized and interpersonal systems of engrained bias. At the macro level of racism, we focus beyond individuals to the broader dynamics, including symbolic, ideological, institutional, and structural systems of racial hierarchies and inequities.

SOCIOECONOMIC STATUS is the social standing or class of an individual or group. It is often measured as a combination of education, income, and occupation. Examinations of socioeconomic status often reveal inequities in access to resources, as well as issues related to privilege, power, and control. In New York State, a student's socioeconomic status is determined by family participation in economic assistance programs, such as the Free or Reduced Price Lunch Programs; Social Security Insurance (SSI); Food Stamps; Foster Care; Refugee Assistance (cash or medical assistance); Earned Income Tax Credit (EITC); Home Energy Assistance Program (HEAP); Safety Net Assistance (SNA); Bureau of Indian Affairs (BIA); or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household or economic unit may be identified as low income.

SOCIOCULTURAL RESPONSIVENESS involves the active sensitivity to what all students need to be successful academically, psychologically, emotionally, and socially. Such responsiveness recognizes that all students are different and must be uniquely responded to, challenged and stimulated, and strategies must be adapted to meet the needs of individual and groups of students.

SOCIO-POLITICAL CONSCIOUSNESS involves an awareness to both the social and political factors at play in the workings of complex societal systems. This consciousness is necessary for navigating complex systems based on

a unity of thought and performance, reflective practice and deliberative action, skills that are meaningful and necessary for participation in expanding global economies and democracies.

STRUCTURAL RACISM (or structural racialization) is the operation of racial bias across institutions and society. It describes the cumulative and compounding effects of an array of factors that systematically privilege one group over another. Since the word “racism” often is understood as a conscious belief, “racialization” may be a better way to describe a process that does not require intentionality. Race equity expert John A. Powell writes: “‘Racialization’ connotes a process rather than a static event. It underscores the fluid and dynamic nature of race... ‘Structural racialization’ is a set of processes that may generate disparities or depress life outcomes without any racist actors.”

SYSTEMATIC EQUITY is a complex combination of interrelated elements consciously designed to create, support, and sustain social justice. It is a robust system and dynamic process that reinforces and replicates equitable ideas, power, resources, strategies, conditions, habits, and outcomes.

SYSTEMIC RACIALIZATION describes a dynamic system that produces and replicates racial ideologies, identities, and inequities. Systemic racialization is the deeply-institutionalized pattern of discrimination that cuts across major political, economic and social organizations in a society. Public attention to racism is generally focused on the symptoms (such as a racist slur by an individual) rather than the system of racial inequality. Like two sides of the same coin, racial privilege describes race-based advantages and preferential treatment based on skin color, while racial oppression refers to race-based disadvantages, discrimination and exploitation based on skin color.

COLLABORATIVE MEMBERS

EXPERT PANEL

Alfredo Artilles

Dean of the Graduate
College and Professor at
Arizona State University

Jeff Duncan-Andrade

Associate Professor at San
Francisco State University

David Kirkland

Executive Director of New
York University Metro Center

Gloria Ladson-Billings

Distinguished Professor at
University of Wisconsin

Joyce Moy

Executive Director of Asian
American/Asian Research
Institute, City University of
New York

Django Paris

Associate Professor and
Director of the Banks Center
for Educational Justice at
University of Washington
Michigan State

Carla Shedd-Guild

Associate Professor of
Urban Education at the
CUNY Graduate Center

Amy Stuart-Wells

Professor at Teachers College,
Columbia University

Mariana Souto-Manning

Associate Professor at
Teachers College,
Columbia University

Zoila Morrell

Associate Professor of
Educational Leadership
at Mercy College

ADVISORY PANEL

Zakiyah Shaakir-Ansari

Advocacy Director at
the Alliance for Quality
Education

Tracy Atkins

Teacher, Development
and Evaluation Coach,
(TDEC) for District 31

Jim Bostic

Executive Director at
Nepperhan Community
Center

Barry Derfel

Assistant Superintendent
at TST BOCES of Ithaca

Arnold Dodge

Associate Professor of
Education at Long Island
University

Winsome Gregory

Assistant Superintendent
for Administration and
Instruction at Nyack Public
Schools

Gilleyan Hargrove

Supervisor of Guidance
Services at NYCDOE

Stanley Harper

Superintendent of
Schools at Salmon River
Central School District

Eva Hassett

Executive Director at
International Institute of
Buffalo

Ruth Holland Scott

Community Leader of
Rochester

Andrea Honigsfeld

Professor of Education,
Molloy College

Sonya Horsford

Associate Professor at
Teachers College,
Columbia University

Brian Jones

Associate Director of
Education at the
Schomburg Center for
Research in Black Culture

Marina Marcou-O'Malley

Policy and Operations
Director at Alliance for
Quality Education

Regent Nan Mead

New York State Board of
Regents

Fatima Morrell

Assistant Superintendent,
Buffalo Public Schools

Roberto Padilla

Superintendent of
Newburgh Schools

Joe Rogers

Director of Public
Engagement at the
Center for Educational
Equity at Teachers College,
Columbia University

Yolanda Sealey-Ruiz

Associate Professor at
Teachers College,
Columbia University

Andrea Toussaint

Assistant Principal at
Medgar Evers
Preparatory School

Carmela Thompson

Assistant Dean of the
Graduate School at
Buffalo State University

Regent Lester Young, Jr.

New York State Board of
Regents

NEW YORK STATE STAKEHOLDERS

Carla Shedd

Associate Professor of Sociology and Urban Education at the Graduate Center, CUNY

Helaine W. Marshall

Professor of Education at Long Island University-Hudson

Abja Midha

Deputy Director of the Education Trust- NY

Gretchen Rymarchyk

Deputy Executive Director at Rural Schools Association of New York

Kim Sykes

Director of Education Policy at New York Immigration Coalition

Jamaica Miles

Lead Organizer/Parent: Schenectady

Jasmine Gripper

Legislative Director at Alliance for Quality Education

Susan Lafond

Assistant in Educational Services at New York State United Teachers

Roberta Clements

School Psychologist at Beacon City School District

Lauren R. French

Superintendent at Gouverneur Central School District

Vanessa Leung

Co-Executive Director Coalition for Asian American Children and Families

Diana Noriega

Chief Program Officer at the Committee for Hispanic Children and Families

Alexsandra Lopez

Bilingual Special Education Specialist at Erie 1 BOCES

Elaine Gross

President of ERASE Racism

Jessica Karnes

Coordinator of Staff Development at Erie 1 BOCES

Sheena Jacob

K-12 Social Studies Coordinator at Glen Cove City School District

Ashley Baxter

Educator at NYC DOE

Wanda Vasquez

New Principal Coach at NYC DOE

Dola Deloff

Director of Instructional Support Services at Sullivan County BOCES

April Francis

Social Studies Curriculum and Staff Development Specialist at Putnam Northern Westchester BOCES

William Green

Teacher at NYC DOE

Laurie Rabinowitz

Doctoral Student in Curriculum and Teaching at Teachers College, Columbia University

Tammy Mangus

Superintendent at Monticello School District

George Jenkim

Teacher at Schenectady City School District

Audrey Hall Vanderhoef

Retired Teacher at Berlin Central School District

Elizabeth Fallo

Assistant Director of Pupil and Personnel Services at Onteora Central School District

Gian Starr

Assistant Principal at Pine Plains Central School District

Trini Hernandez

Director at RBERN

Sandra Strock

RBERN Resource Specialist at Questar III BOCES

Gliset Colon

Assistant Professor at Buffalo State College, State University of New York

Jevon D. Hunter

Associate Professor, University at Buffalo, The State University of New York

Haoua Hamza

Associate Professor at Niagara University

Marcus Deveso

Assistant Director, Buffalo Prep

Salma Elsayed

Student at CEE/TYWLS of Astoria

Susan Barlow

Executive Director at Parent Network of Western New York

Ericka Galeano

Bilingual Outreach Specialist Trainer at Parent Network of Western New York

Ann Brittain

Director of Resettlement Services at US Conference of Catholic Bishops

Brian Zralek

Lead Organize at VOICE-Buffalo/BILT

Brandon Van Every

Program Assistant at Seneca Nation Education

Pete Hill

Project Director at Native American Community Services of Erie and Niagara Counties, Inc.

Dr. Zena Ntiranyibagira

Assistant Professor of French/ Community Member at Multilingual Education Advisory Committee

Michael Belle-Isle

Assistant Superintendent at Amherst Central School District

Dalphe Bell

Supervisor of Mathematics at Buffalo School District

Nadia Nashir

Assistant Superintendent of Multilingual Education at Buffalo School District

Patti Stephen

Executive Director at Buffalo Prep

Valerie Paine

Assistant Superintendent at Greece Central School District

Connie Meginnis

Director of ENL/Bilingual Education at Dunkirk City School District

Kristine Brown

Teacher at Cheektowaga Sloan District

Colleen Sadowski

Director of School Library System at Media Services at Rochester City School District

Stephen La Morte

Executive Director of Social Studies at Service Learning at Rochester City School District

Nicole DeLaney

Literacy Coach at Spencer-Van Etten Central School District

Jennifer Doyle

Middle School Principal at Rochester Academy Charter

Bryan Whitley-Grassi

Teacher and Curriculum Chair and Global Concepts Charter School

Julie Schwab

Superintendent at Enterprise Charter School

Michael Duffy

Resource Coordinator at Erie 1 BOCES



The **CR-S** framework helps educators create student-centered learning environments that: affirm racial, linguistic and cultural identities; prepare students for rigor and independent learning, develop students' abilities to connect across lines of difference; elevate historically marginalized voices; and empower students as agents of social change.



Dr. Darren J. Brown-Hall, *Superintendent of Schools*

Board of Education

Dr. Susan McClary, *President*

Dr. Swaroop Singh, *Vice President*

Ms. Maureen Poulin, *Parliamentarian*

Ms. Christina Bleckinger

Mr. Stuart Bulan

Mr. Michael Buscaglia

Mrs. Crystal Kaczmarek-Bogner

Dr. Michael Littman



Phone: (716) 626-8000
Fax: (716) 626-8089



105 Casey Road,
P.O. Box 5000, East Amherst, NY
14051-5000



www.williamsvillek12.org
[@WCSD_K12](#)
[@WCSDK12](#)