

# Office of Diversity, Equity, and Inclusion

## Staff/Curriculum Development Network (SCDN) Meeting

March 22, 2024

Dr. Diane Wynne  
Executive Director



# Collaboration with BOCES and School Districts

**Cattaraugus-Allegany BOCES**

**Eastern Suffolk BOCES Curriculum Council &  
Regional DEI PLC**

**Franklin-Essex-Hamilton BOCES**

**Monroe One BOCES**

**Nassau BOCES**

**NYS BOCES DEI PLN**

**Putnam/Northern Westchester BOCES**

**SCDN**

**SCDN SEL Statewide Framework Group**

**Southern Westchester BOCES**

**Sullivan BOCES**

**Tompkins-Seneca-Tioga BOCES**

**Western Suffolk BOCES Curriculum Council**




# From Awareness to Action: Strategies for DEI and SEL Leadership (SCDN SEL Statewide Framework Group-March 8, 2024)

## SEL and Equity

Increasing SEL competencies can decrease implicit bias, increase cultural responsiveness, and result in greater equity for New York's young people.


- Implicit biases are unconscious stereotypes and attitudes that can negatively impact students. Increasing SEL competencies can help us manage these biases.
- To reduce these biases, we must be able to see them in ourselves (self-awareness), manage them (self-management), and manage their influence on our attitudes, actions, and decisions (social awareness, relationship skills, responsible decision-making).
- Culturally Responsive Practices means relating teaching and learning in the context of students' cultural identity and experience and requires skill in all the SEL competencies. It has been effective in improving student academic performance and life opportunities.



## Social Emotional Learning & Equity


### SEL IS KEY

Our schools and communities are facing a critical challenge to address racism and bias that harms all young people. Social emotional learning (SEL) is a key tool in creating greater equity. SEL teaches the necessary skills for self-awareness, understanding others, and taking action to change inequitable systems.




### CULTURALLY RESPONSIVE-SUSTAINING PRACTICES

SEL and Culturally Responsive-Sustaining Education (CR-SE) practices work together to affirm identities, develop student abilities, and empower students as agents of social change. When implemented with intention, SEL builds capacity to reflect on bias, strengthens community action for healing, creates safe spaces for connection and agency, fosters academic excellence, and nurtures belonging for all in the school community.




### SCHOOL CLIMATE


Equitable SEL draws on SEL competencies to create a safe and welcoming school climate that prioritizes ongoing adult SEL and diversity, equity, and inclusion. SEL should be integrated throughout all aspects of district and school policy and practice, including interactions between students and teachers, family and community engagement, and additional supports for students and families in order to create learning environments that are caring and just.



### FAMILIES AS PARTNERS

Equitable SEL involves students and families as partners in planning, implementation, review, and improvement. When young people and families are meaningfully involved, strategies and programs become more relevant and engaging. Adopting a community school strategy within an Integrated Multi-Tiered System of Support (MTSS-I) offers a system in which schools can prioritize and align supports and services, emphasizing family engagement and strong community partnerships.







# How do the CR-S Framework and SEL align?

## **NY Social Emotional Learning Benchmarks - Equity Revisions**

Research suggests that student learning benchmarks (or standards) may increase the likelihood that students will be fully and authentically engaged in their own social and emotional learning, be more connected to school, and become more empowered learners.

In 2018, the School Climate and Student Engagement Workgroup of the New York State Safe Schools Task Force identified goals to guide SEL benchmarks for New York State schools. Those original goals provided the foundation for the equity-centered revisions found in this updated set of benchmarks. This update aligns the social emotional learning benchmarks with the New York State Education Department's (NYSED's) [Diversity, Equity, and Inclusion Framework and Policy Statement](#), NYSED's [Culturally Responsive-Sustaining Education Framework](#), NYSED's [Civic Readiness Initiative](#), and Learning for Justice's [Social Justice Standards](#).<sup>1</sup>

### **New York State Social Emotional Learning Goals<sup>2</sup>**

- 1. Young people develop a self-awareness that nurtures and affirms a strong sense of identity, informs decisions about their actions, and builds a sense of agency.**
- 2. Young people use social awareness and interpersonal skills to establish, navigate, and maintain mutually supportive relationships with individuals and groups that nurture a strong sense of belonging.**
- 3. Young people demonstrate intentional decision-making skills and behaviors that consider social, emotional, and physical safety and well-being in personal, school, and community contexts.**

# NYSED Office of DEI website

## Office of Diversity, Equity, and Inclusion

The Office of Diversity, Equity, and Inclusion's mission is to enhance the capacity of educators and educational leaders to advance diversity, equity, and inclusion within New York State schools and institutions of higher education, as highlighted in the Board of Regents DEI Policy, through the provision of direct support, resources, professional learning opportunities, and collaborative networks.

### Policy & Guidance



### CR-S Education Framework

**CULTURALLY  
RESPONSIVE-  
SUSTAINING  
EDUCATION**



### Webinars



### Resources



# Webinar Series Available on the NYSED Website

## Elevating Student Voice Webinar Series

This collection of videos resulted from a webinar series that sought to highlight the range of ways in which school districts across New York State are elevating student voice in leadership roles to advance diversity, equity, and inclusion. School and district leaders, educators, and students participated in this webinar series to share their stories of ways in which student leaders are impacting positive changes within their schools and broader communities. The New York State Education Department (NYSED) recognizes that elevating student voice is occurring in many districts across the state and this series seeks to enhance our understanding of the broad scope of ways in which adults are engaging in authentic partnerships with students as leaders in DEI efforts. Our hope is that sharing these practices will inspire future opportunities for student voice and leadership. This webinar series was developed through a coordinated effort among NYSED, the Region 2 Comprehensive Center, and the school and districts teams, including students, who shared their initiatives, successes, and ways they have addressed challenges in their paths toward creating inclusive and equitable schools for ALL.

### Welcome Message from Chancellor Young

#### Elevating Student Voice as Leaders to Advance Equity and Inclusion:

Welcome Message from  
Chancellor Lester W. Young, Jr.



Board of Regents Chancellor Lester W. Young, Jr.

WEDNESDAY, SEPTEMBER 27, 2023

We are pleased to have Chancellor Dr. Lester W. Young, Jr. share a welcome message that highlights the importance of elevating student voices and recognizing students as agents of social change in creating culturally responsive and affirming schools.

[MORE](#)



# DEI Resource Repository

[BOCES of New York State](#) > Diversity, Equity, and Inclusion

## Diversity, Equity, and Inclusion



*BOCES of New York State has partnered with the New York State Education Department and Tangible Development to provide resources to support diversity, equity, and inclusion in New York state schools.*

This repository provides resources developed by schools, school districts and BOCES across New York State that demonstrate promising DEI practices and support the New York State Board of Regents policy on diversity, equity, and inclusion. Click the categories below to view resources in each category.

### ABOUT THE REPOSITORY

The Diversity, Equity, and Inclusion Resource Repository provides free, high-quality, resources developed by and for K-12 educators and education leaders. This work is grounded in the [Culturally Responsive-Sustaining \(CR-S\) Education Framework](#) developed by the New York State Education Department, in collaboration with a panel of experts and input from stakeholders.

- > [Read more about this partnership](#)
- > [Repository FAQ](#)

### SHARE YOUR RESOURCES

Educators across New York state, including city, public, nonpublic, and charter schools, are encouraged to submit resources to the Repository as we continue to build and grow this new initiative.

- > [How to submit resources](#)



Thank you for all you do to support ALL students across New York State!