

Ardsley's Equity Vision

A Shared Planning Process:
September Updates



Reminder About Process

- No outcomes have been decided.
- The State Policy statement released on May 10 makes it clear that local communities should drive this work and shape outcomes that reflect the needs of those communities.
- Questions and Concerns are always welcome.



Since June: Roadmap So Far

June 1: Update.

June 7: Website Launched.

June 11: “Letter of Interest” were made available to all residents.

July 1: **Nanesha Nuñez** Equity Leader

July-September: Planning work

September 15: 44 Member Committee announced, first three meeting date have been set (Oct 14, Nov 18, and December 9)



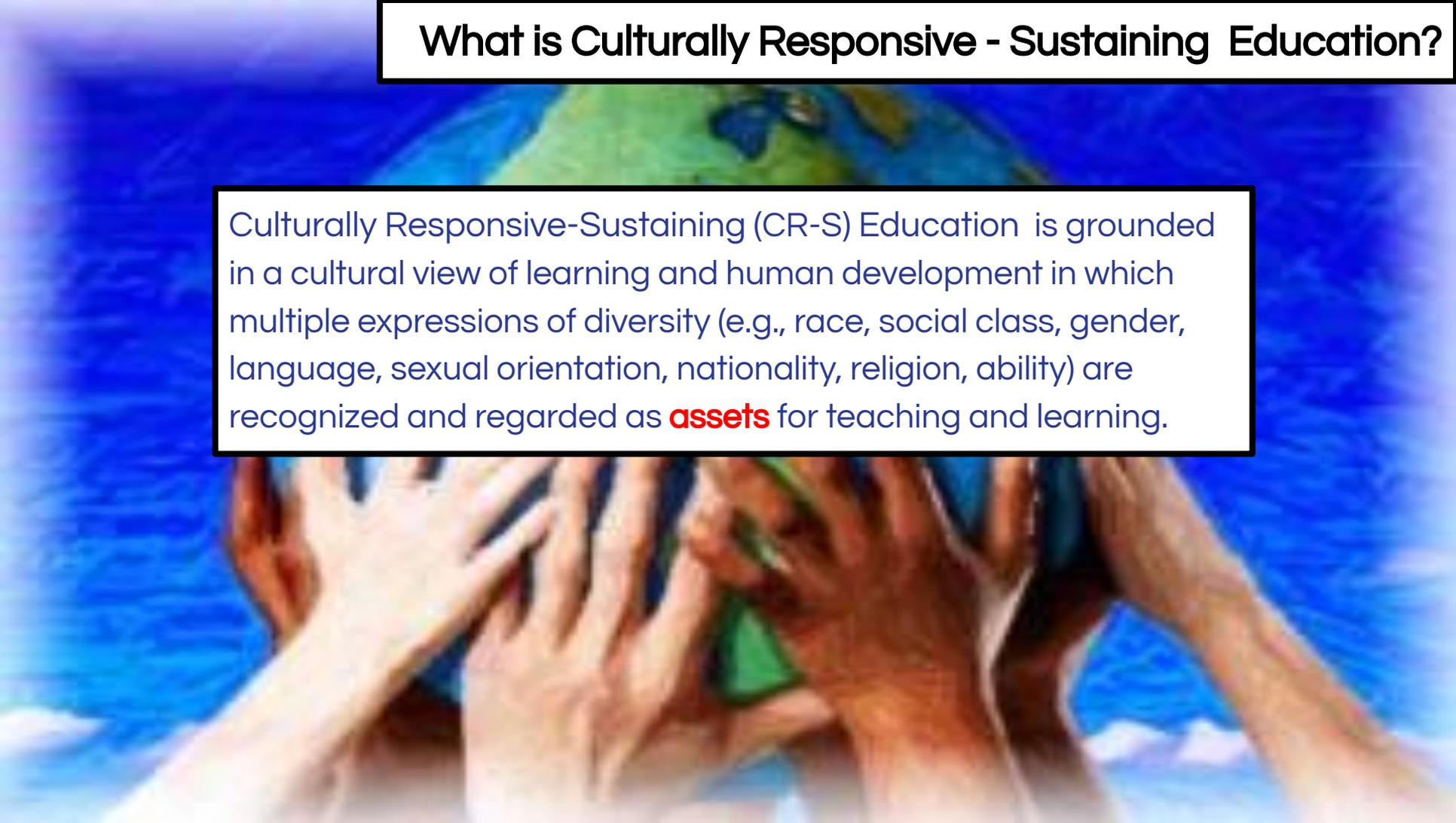
Introduction to Culturally Responsive - Sustaining Education



By Nanesha Nuñez

What is Culturally Responsive - Sustaining Education?

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.



What is Culturally Responsive - Sustaining Education?

CR-S Education:

- is based on decades of **research** in asset-based pedagogies
- explores the relationship between historical and contemporary conditions of inequality and ideas that shape **access, participation, and outcomes** for learners
- counters dominant narratives about difference as deficits or as characteristics of students and families that should be remediated or assimilated

The Iceberg Concept of Culture



Surface Culture

Above sea level

Emotional load: relatively low

food ▪ dress ▪ music ▪
visual arts ▪ drama ▪ crafts
dance ▪ literature ▪ language
celebrations ▪ games

Deep Culture

Unspoken Rules

Partially below sea level

Emotional load: very high

Unconscious Rules

Completely below sea level

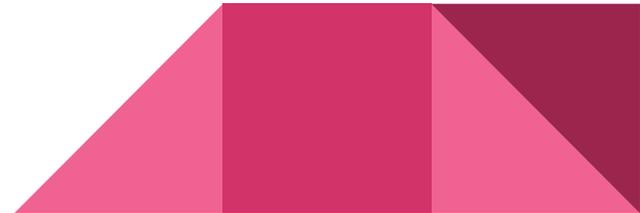
Emotional load: intense

courtesy ▪ contextual conversational patterns ▪ concept of time
personal space ▪ rules of conduct ▪ facial expressions
nonverbal communication ▪ body language ▪ touching ▪ eye contact
patterns of handling emotions ▪ notions of modesty ▪ concept of beauty
courtship practices ▪ relationships to animals ▪ notions of leadership
tempo of work ▪ concepts of food ▪ ideals of childrearing
theory of disease ▪ social interaction rate ▪ nature of friendships
tone of voice ▪ attitudes toward elders ▪ concept of cleanliness
notions of adolescence ▪ patterns of group decision-making
definition of insanity ▪ preference for competition or cooperation
tolerance of physical pain ▪ concept of “self” ▪ concept of past and future
definition of obscenity ▪ attitudes toward dependents ▪ problem-solving
roles in relation to age, sex, class, occupation, kinship, and so forth



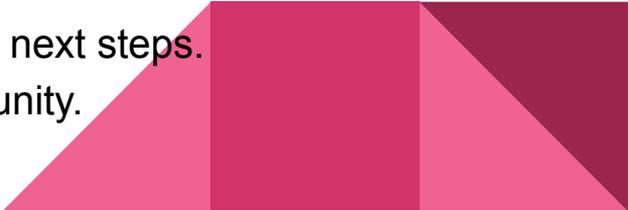
Summer Planning: Some Details

- Connected with Principals, Leaders, and Faculty
- Selected [CBK Associates](#) to help facilitate the initial meetings
- Initial Review of Policies that connect to Diversity, Equity, and Inclusion.
- Reached out to PTA to explore collaboration opportunities.
- Joined a Regional Network of Equity Leaders.



The Committee's First Year Charge

Using the NYSED Policy NYSED Framework as a tool to guide our work, our charge is to act in an advisory capacity for the Superintendent and the Board to do the following:

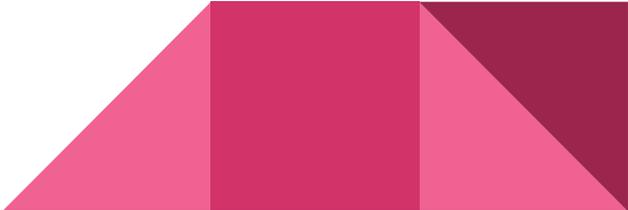
1. Create a space for discussion, shared learning, and collective growth that can last beyond the first year. A place where multiple perspectives are heard and multiple identities are welcomed.
 2. Understand where we are in the 4 dimensions of Culturally Responsive and Sustaining Education as well as what those dimensions mean for Ardsley. This will include seeking input from all stakeholders, learning from work being done in the region, and learning from each other.
 3. Support ongoing Building Based Projects.
 4. Advise the Superintendent and the BOE as to our priorities and next steps.
 5. Communicate our work regularly with the entire Ardsley Community.
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Where will the work begin?

Initial Work with Administrators and Faculty has started:

- In August and September, we met with the Administrative Council, New Teachers, Curriculum Leaders, and the full faculty at each school.
- We are planning more opportunities for the faculty and staff.

The Committee's work will start in a similar place:

- We will begin with the first dimension of the NYSED Framework: A welcoming and Affirming Environment for All.
 - This will include sharing and unpacking concepts as well as developing common definitions.
 - At first, we will draw a distinction between what adults discuss and what children are taught.
 - The work will gradually include the voices of more students.
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How Can The Community Stay Involved?

- We plan to update the entire community regularly with our work including the sharing of agendas, readings, forums, surveys etc.
- We will invite members of the committee to reach out to neighbors and friends to share their work, ask questions, listen to concerns, and further enrich the committee.

This will not be a committee of “experts,” but rather a learning space for us to work with a variety of resources both from within the community and with the help of outside experts.



Looking Ahead

October-June: Committee will meet and update the community monthly (2021 meetings: Oct 14, Nov 18, and December 9)

October-June: Ms Nuñez will continue to meet with leaders and faculty, and students to deepen their understanding of the framework and its connection to curriculum and student life.

Spring 2022: Committee will summarize its work to the community and set priorities for the following year.

