

Academic Stakeholders Committee



2023-2024 School Year
Meeting Dates

January 22, 2024
March 18
May 20

Committee Mission

The mission of the Academic Stakeholder Committee is to improve educational opportunities and to strengthen the relationship between the school and community as informed advisors to the Board of Education. Members should believe in, value, and be committed to: success for all students; collaboration with all stakeholders; high expectations for all; and continuous improvement using evidence

Meeting Norms

- ❖ Purpose - Hold discussions around Academic topics, collect feedback from the community, and make recommendations to the School Board.
- ❖ Expectations - Respect, Active listening, and Collaboration
- ❖ Time management - Meetings will go no longer than one hour. Any topics not addressed will be tabled until the next meeting.
- ❖ Recommendations -The Academic Stakeholders committee is a liaison to the Galway School Board of Education.

Agenda

1. Capital Project Presentation
2. Strategic Planning 2024-2027 District Mission, Vision & Goals
3. Culturally Responsive Sustaining Education Framework
 - a. Maintaining a welcoming and affirming environment for all students at Galway.
[NYS PDF Link](#)
4. Other

Member Introductions



GALWAY
CENTRAL SCHOOL DISTRICT

2023 Capital Project

Our Next Community Forum

November 9 @ 6:00pm

This provides an opportunity for community members to ask questions.

Strategic Planning

Current District Mission, Vision & Goals

Mission: The Galway Central School Community believes that all students can succeed in learning. Our school's purpose is to educate all students to their highest level of academic performance while fostering positive growth in social/emotional behavior and attitudes. We accept the responsibility to provide the proper atmosphere and opportunity so that each student can attain his or her maximum potential.

Vision: All students will embrace optimal wellness; sustain a thoughtful, informed, and inquisitive perspective; and think, communicate, and interact with the world.

Core Values: Social, Behavioral, & Environmental Wellness
Wonder & Passion for Learning
Critical & Reflective Thinking
Model Citizens

Motto: Empowering generations of learners

Goals

Well Rounded Education

- Student Academic Achievement
- Student Growth
- Graduation Rate
- Leadership
- Humanities

Equitable Access for All

- Chronic Absenteeism
- Culturally Responsive Education
- Wellness
- English Language Proficiency
- Citizenship

Innovative School Environment

- Flexible & Progressive learning spaces
- Student driven learning
- College, Career & Civic Readiness
- Personalized professional learning

Stakeholder Feedback

- The administrative team will begin work on this in 2024. We will be looking to this committee for feedback
- What do we value about our school district?
- What do we value about our student's education?
- What would we like to see in our district?

First... you have to know yourself.

Core Values Activity

Read through the list of values located at the end of this exercise and circle 10 that you feel are most important to you.

Cross off 5 of those values, leaving you with the 5 that are most important to you.

Now, from your list of 5 values, cross off two, leaving you with the 3 values that are most important to you. These are your CORE values.

Reflection

How does it feel to read your list of values? What did it feel like to do this activity?

Consider how your actions reflect your core values. Which values show up more often in your actions at work? At home? In social circles? With family?

What are some ways in which your actions reflect your core values? Think of one example of how actions you take reflect your core values.

Homework

Write your 3 Core Values on a piece of paper and post them somewhere prominent. Reflect on them for a few months. See if they still feel like “core” values.

NYS Culturally Responsive-Sustaining Education Framework

[Link to Framework](#)

Initially released from NYS in the Spring of 2021

[Policy Statement](#)

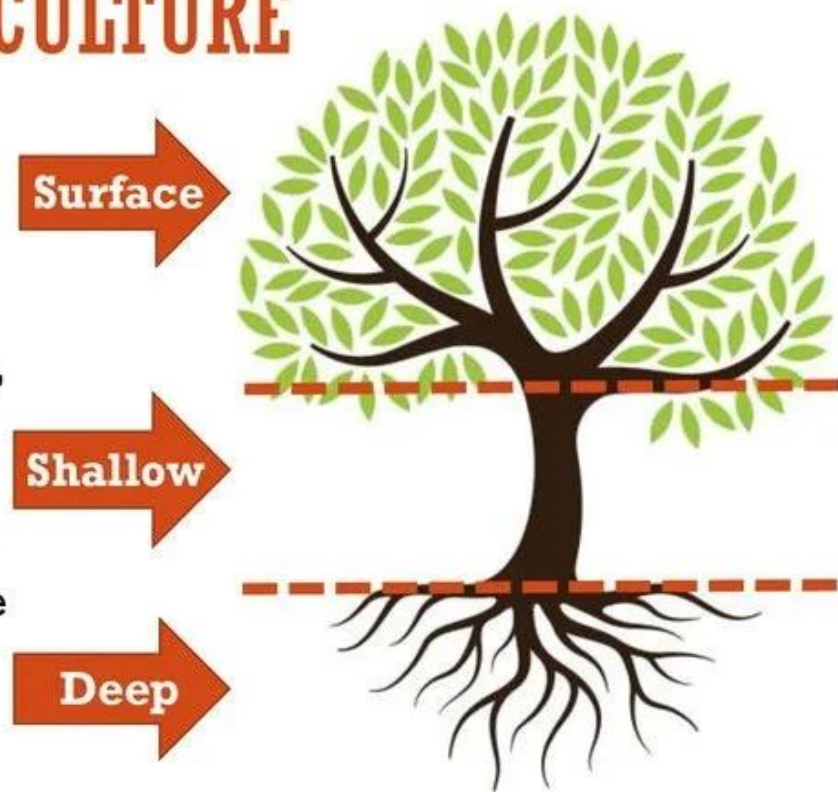
Joint Guidance from the New York State Office of the Attorney General and the
New York State Education Department

[August 2023](#)

DEI (Diversity, Equity & Inclusion)

LEVELS OF CULTURE

- **Observable elements:**
food, music, dress, holidays
low emotional charge
- **Unspoken rules, social norms:**
nonverbal communication, eye contact,
personal space
strong emotional charge
- **Worldview, core beliefs, group values**
- **Cultural archetypes** such as collective
vs. individual
- **Mental models, funds of knowledge**
INTENSE emotional charge



What is Culture?

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.

Cultural Proficiency Continuum

Cultural Proficiency: The Continuum					
Cultural Destructiveness	Cultural Incapacity	Cultural Blindness	Cultural Pre-Competence	Cultural Competence	Cultural Proficiency
Seeking to eliminate the cultures of others in all aspects of the school and in relationship to the community served	Trivializing and stereotyping other cultures; seeking to make the cultures of others appear to be wrong or inferior to the dominant culture	Not noticing or acknowledging the cultures of others within the school community; treating everyone in the educational system without recognizing the needs that require differentiated interaction	Increasing awareness of what you and the school don't know about working in diverse settings; at this level of development, you and the school can move in a positive, constructive direction, or you can falter, stop, and possibly regress	Aligning your personal values and behaviors, and the school's policies and practices in a manner that is inclusive of cultures that are new or different from yours and the school's; enables healthy and productive interactions	Holding the vision that you and the school are instruments for creating a socially just democracy; interacting with your colleagues, students, families, and the community as an advocate for life-long learning to serve effectively the educational needs of all cultural groups
<i>See the difference and stomp it out.</i>	<i>See the difference and make it wrong.</i>	<i>See the difference and act like you don't.</i>	<i>See the difference and at times, respond inappropriately.</i>	<i>See the difference and value it.</i>	<i>Seek the difference and esteem it as an advocate for equity.</i>
<p>"In this class, we speak English only."</p> <p>"If we could get rid of our special needs students, our scores would improve."</p>	<p>"You know that those parents never show up to school functions."</p> <p>"Asian students come to this country and succeed. Why wouldn't the other students do so as well?"</p>	<p>"I don't see color. I just see kids."</p> <p>"Racism and discrimination don't exist anymore. I really hate it when parents use the race card."</p>	<p>"During Christmas time I have a menorah in my classroom."</p> <p>"We value all cultures. We have a night where parents bring food representing their country."</p>	<p>"A student made a derogatory remark and I used it as a teachable moment to remind students of the right thing to do."</p> <p>"The co-teach model with the push-in Special Education teacher is allowing us to have honest conversations about differentiation in the classroom."</p>	<p>"Our school's Social Justice and Equity Vertical Team is doing a great job of embedding culturally relevant lessons into our curriculum."</p> <p>"My job as an educator is not only to teach content. I also openly embrace my role as an advocate for each child and their family."</p>

Adapted from Lindsey, Robins, and Terrell (2009)



Recognizing Diversity

*Diversity is everything that makes people different from each other

*Diversity is one thing that we all have in common



The 4 Principles of Culturally Responsive-Sustaining Education



**Welcoming
and affirming
environment**



**High
expectations
and rigorous
instruction**



**Inclusive
curriculum and
assessment**



**Ongoing
professional
learning**

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.

Resources from NYSED

NYSED CULTURALLY RESPONSIVE-SUSTAINING EDUCATION IMPLEMENTATION ROADMAP (K-12)						
Phase I: Raise Awareness and Support for the Culturally Responsive-Sustaining Framework		Responsible for Implementation*				Implementation Notes
Key Implementation Activities	NYSED	S/CDN & BOCES	Local Schools and Districts	Other Groups (Parents, caregivers, students, community)	Action Steps Taken (To be completed by local district or organization)	
I.1: Publish Framework Briefs and Roadmap of CR-S Education Framework Implementation	✓					
I.2: Present virtual and/or face to face sessions that allow participants to unpack the CR-S Framework and share the Framework briefs	✓	✓	✓	✓		
I.3: Establish forums and meetings to build understanding of and support for the Framework	✓	✓	✓	✓		
I.4: Unpack key vocabulary and concepts from CR-S Framework		✓	✓	✓		
I.5: Utilize electronic communication and social media to inform stakeholders (students, parents/caregivers, community members, youth organizations, non-profits) of resources/briefs	✓	✓	✓	✓		
I.6: Create stakeholder-specific materials to introduce the CR-S Framework	✓	✓	✓	✓		

Activate Windows

[Professional Development Tool Kit](#)



[Roadmap](#)

Equity, Excellence & Access

Public schools cannot meet their legal obligations unless they place DEI at the center of their work. Three crucial examples are identified below:

- (1) teaching and learning
- (2) student discipline
- (3) addressing bullying and harassment.

NYSED Video [Link](#)

What is Galway doing?

- Continued Professional Development for Faculty & Staff
- Support for our GSA group
- District representative at both State and Regional BOCES level DEI groups.
- Ongoing review of policies & procedures districtwide.
- Continued planning for improvement

To request an agenda item for an upcoming meeting

Please email Christine Delaney with the following information.

- a. Topic for Discussion
- b. Relevance for this school year (ie: specific building/district wide focus. Students and/or staff focus).
- c. Reason for bringing this topic to the committee's attention.
- d. Goal for discussion (what would you like to see accomplished).

Thank you!

Next Meeting January 22, 2024