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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



they are what make students and families unique. How educators understand culture has real conse quences for our children as a limited understanding of culture has the power to disadvantage some while privileging others (Kirkland, 2012).

Culturally Responsive-Sustaining (CR-S) Education draws on decades of research in asset-based pedagogies that recognize that cultural difference (including racial, ethnic, lingleH,

