

**BYRAM HILLS SCHOOL DISTRICT  
ARMONK, NY**

Overview of Initiatives in Cultural Proficiency

*Updated 2020*

*“Cultural and social diversity is certainly not a new issue facing us as humans. It has always existed, and we remain challenged by it. However, the burgeoning complexity of our times calls upon us as educators to face this challenge more directly, to value diversity, honor it with integrity, and to preserve the cultural dignity of our students.”*

(Lindsey, Roberts & Campbelljones, 2005, p. xv.)

YEAR	STRUCTURES	PURPOSE
2005-06	Administrative study group  Expert consultants  Training sessions for administrative team	The study group will learn about and study the framework for cultural proficiency, and plan for future training sessions and workshops for teachers and parents.  Hired expert consultants to provide training throughout the district. (The same consultants, Franklin and Brenda CampbellJones, continue to work with the District.)  The training sessions for the administrative team provide a framework for awareness and strategies to implement cultural proficiency learning in the buildings or departments.
2006-07	Board of Education goal	<i>“Study and promote dialogue about the principles of cultural proficiency, as begun by the administrative study group in 2005-2006, to support an inclusive and respectful school community for all students, families, and staff. Plan for subsequent workshops, involving parents and faculty, to practice the principles of cultural proficiency, so that our school community fosters and celebrates behaviors which will help students to live successfully in a multicultural society.”</i>

	<p>Continue training of administrators and train new administrators.</p> <p>Train teachers</p> <p>Train parents and combined teacher/parent groups</p>	<p>Continue to build the capacity of the administrative team in leading cultural proficiency initiatives in buildings/departments.</p> <p>Expand the training of the cultural proficiency framework to include teachers. Various groups of teachers are trained throughout the District.</p> <p>Expand the training of the cultural proficiency framework to include parents. Parent meetings were held at various times. The Deputy Superintendent held additional small group and individual meetings with parents who could not attend the sessions.</p>
<b>2007-08</b>	<p>Continue training of administrators, teachers and parents.</p> <p>Train all guidance counselors and psychologists</p> <p>Create a new combined teacher/parent group</p>	<p>Continue expanding the knowledge and skills of staff to build capacity for leadership. Included in the training sessions are joint meetings with teachers and parents.</p> <p>The guidance department, including school psychologists, received training on the cultural proficiency framework.</p> <p>Based on the success of previous teacher/parent group, a new group was created and trained.</p>
<b>2008-09</b>	<p>Board of Education goal</p> <p>Continue training of administrators, teachers and parents.</p> <p>Expand training sessions to include support staff.</p> <p>Coman Hill cultural proficiency study group.</p>	<p>“The Board will continue to support the Cultural Proficiency program and the creation of a culturally proficient school community in which students and staff develops the skills and habits of respectful dialogue.”</p> <p>The training sessions are designed to build the capacity within the school district and community, and to build leadership among our staff.</p> <p>The support staff members play a key role in our schools. Thus, we felt their inclusion in the training was essential.</p> <p>In an effort to sustain the impact of our cultural proficiency efforts, a committee of teachers was created at Coman Hill. The teachers continue to study cultural proficiency while learning facilitation skills. The goal of this</p>

		group is to become trained facilitators and leaders of our efforts building wide.
<b>2009-10</b>	Board of Education goal	"The Board will continue to promote the creation of a culturally proficient school community which recruits, hires, and welcomes diverse administrators, faculty and staff and in which, students and staff engage in the skills and habits of respectful dialogue."
	Continue training of administrators, teachers, support staff and parents	Continue capacity building and training of new administrators, teachers and support staff.
	Continue with the Coman Hill cultural proficiency study group	At the end of this year we invited support staff into the study group to learn facilitation skills and expand their study of cultural proficiency.
	Create the Wampus cultural proficiency study group	In an effort to sustain the impact of our cultural proficiency efforts, a committee of teachers was created at Wampus. The teachers continue to study cultural proficiency while learning facilitation skills. The goal of this group is to become trained facilitators and leaders of our efforts building wide.
	Create the <i>Student Leadership Board 2010</i> with 40 ninth and tenth grade students	In an effort to sustain the impact of cultural proficiency and to build capacity at the high school, we implemented a four-year training program with students. Starting in ninth grade, students are trained in the cultural proficiency framework and in leadership development. They are required to "turnkey" their learning during their high school career, either within the high school, the district, the community, or globally.
The PTSA launched <i>Global Village Day</i>	The PTSA, collaborating with the school district, created <i>Global Village Day</i> as a way to raise awareness of cultural diversity and celebrate cultures from around the world.	
	Board of Education goal	"The Board will continue to promote the creation of a culturally proficient school community which recruits, hires, and

<p><b>2010-11</b></p> <p>Continue training of administrators, teachers, support staff and parents</p> <p>Continue the Coman Hill study group</p> <p>Continue the <i>Student Leadership Board 2010</i></p> <p><b>2010-11</b></p> <p>Start the <i>Student Leadership Board 2011</i> cohort with 20 ninth grade students</p> <p>PTSA continues with the 2<sup>nd</sup> <i>Global Village Day</i></p>		<p>welcomes diverse administrators, faculty and staff and in which, students and staff engage in the skills and habits of respectful dialogue.”</p> <p>Continue capacity building throughout the district. Previous participants continue to deepen their learning, and new staff members receive introductory training.</p> <p>As we continue to build the teachers capacity for facilitation, this group is exploring activities to enrich and expand upon the cultural experiences of our students and faculty.</p> <p>Continue training the high school students to deepen their knowledge of cultural proficiency and leadership, and prepare them for “service” work.</p> <p>Began the new cohort of 20 ninth grade students to train them in the cultural proficiency framework and leadership. Each year we will add a new ninth grade cohort of about 20 students.</p> <p>Expanded upon Global Village Day from the previous year, celebrating 10 “new” countries.</p>
<p><b>2011-12</b></p>	<p>Board of Education goal</p> <p>Continue to support the training of teachers, administrators, students, and parents.</p> <p>Continue with the cultural proficiency study groups at Coman Hill and Wampus.</p>	<p>“The Board will continue to promote the creation of a culturally proficient school community which welcomes diverse administrators, faculty, staff, and families in which students and staff engage in the skills and habits of respectful dialogue.”</p> <p>Continue capacity building throughout the district by creating more training opportunities. Previous participants continue to deepen their learning and build their skills in leading cultural proficiency work in their buildings and environments.</p> <p>We continue to build teachers’ capacities for facilitation and deepen their learning about the cultural proficiency framework. We explore activities to enrich and expand upon the</p>

<p><b>2011-12</b></p>	<p>Continue with the current Student Leadership Board cohorts, and introduce a new ninth grade cohort.</p> <p>Site-Based Teams/Curriculum Committees</p> <p>Summer Reading Initiative</p>	<p>experiences of our students and faculty, to consider ways to expand on the work throughout the buildings, and reflect on our efforts to nurture culturally proficient schools.</p> <p>Continue training the high school students to deepen their knowledge of cultural proficiency and leadership, and prepare them for “service” work. Each year we add a new ninth grade group of twenty students, introducing them to the cultural proficiency framework. Previous cohorts are collaborating with teachers and administrators to “turnkey” their learning in various forums.</p> <p>The focus of our site-based teams has been character education, which includes sustainability. This year cultural proficiency will be added to the goals to provide opportunities for the building teams to work toward related goals. The first site-based team meeting in 2011-2012 will include a learning session facilitated by our consultants on cultural proficiency.</p> <p>Each year the high school students are required to participate in summer reading. Students read two books from a reading list and participate in a seminar to discuss the book in September. This year, the English Chairperson is leading a review of the summer reading program, to focus the reading selections on a theme related to our character education effort of service and kindness, respectful dialogue, and respect for self and others. We seek a summer reading list focused on a theme related to cultural proficiency, providing an opportunity for a community-wide conversation.</p>
<p><b>2012-13</b></p>	<p>Board of Education goal</p>	<p>“Continue to promote the creation of a culturally proficient school community that welcomes diverse administrators, faculty, staff and families; and where respectful dialogue is expected of students and adults at all times.”</p>

<p><b>2012-13</b></p>	<p>Continue to support the training of teachers, administrators, students, and parents.</p> <p>Continue with the cultural proficiency study groups at Coman Hill and Wampus.</p> <p>Continue with the current Student Leadership Board cohorts, and introduce a new ninth grade cohort.</p> <p>Site-Based Teams/Curriculum Committees</p> <p>PTSA continues with the 3<sup>rd</sup> <i>Global Village Day</i></p>	<p>Continue to build capacity within the District. Previous participants continue to deepen their learning and build their skills in leading cultural proficiency work in their buildings and environments.</p> <p>We continue to build teachers' capacities for facilitation and deepen their learning about the cultural proficiency framework. We explore activities to enrich and expand upon the experiences of our students and faculty, to consider ways to expand on the work throughout the buildings, and reflect on our efforts to nurture culturally proficient schools. Additionally, we seek connections to our curriculum to integrate the concepts and values of cultural proficiency.</p> <p>Continue training the high school students to deepen their knowledge of cultural proficiency and leadership, and prepare them for "leadership" in promoting the values of cultural proficiency. Each year we add a new ninth grade group of twenty students, introducing them to the cultural proficiency framework. Previous cohorts seek opportunities to collaborate with teachers and administrators to "turnkey" their learning in various forums. Also, the 12<sup>th</sup> grade students learn to facilitate activities with the younger students.</p> <p>The focus of our site-based teams continues with character education, sustainability, and cultural proficiency to provide opportunities for the building teams to work toward related goals.</p> <p>Our PTSA, in partnership with the District and community, promotes global awareness and celebration of culture through the Global Village Day, April 6<sup>th</sup>, 2013.</p>
	<p>Board of Education goal</p>	<p>"Continue to promote the creation of a culturally proficient school community that welcomes diverse administrators, faculty, staff and families; and where respectful dialogue is expected of students and adults at all times."</p>

<p><b>2013-14</b></p>	<p>Continue with the cultural proficiency study group at Coman Hill.</p>	<p>We continue to build teachers' capacities for facilitation and deepen their learning about the cultural proficiency framework. At Coman Hill, we link the cultural proficiency principles to Senge's learning organization framework. Teachers and support staff continue to engage in learning that develops their skills in building a culturally proficient school. To demonstrate this, one teacher wrote an article, titled, <i>Teaching Cultural Awareness through Mental Models</i>, which describes one way we use these principles in the classroom with students.</p>
<p><b>2013-14</b></p>	<p>Continue with the current Student Leadership Board cohorts, and introduce a new ninth grade cohort.</p> <p>Site-Based Teams/Curriculum Committees</p> <p>PTSA continues with the 4<sup>th</sup> <i>Global Village Day</i></p> <p>Pilot SAIL at HCC</p>	<p>Continue training the high school students to deepen their knowledge of cultural proficiency and leadership, and prepare them for "leadership" in promoting the values of cultural proficiency. Each year we add a new ninth grade group of twenty students, introducing them to the cultural proficiency framework. Previous cohorts seek opportunities to collaborate with teachers and administrators to "turnkey" their learning in various forums. Also, the 12<sup>th</sup> grade students learn to facilitate activities with the younger students.</p> <p>The focus of our site-based teams continues with character education, sustainability, and cultural proficiency to provide opportunities for the building teams to work toward related goals.</p> <p>Our PTSA, in partnership with the District and community, promotes global awareness and celebration of culture through the Global Village Day, March 29<sup>th</sup>, 2014.</p> <p>Through the HCC student government, we participated in a program, titled, <i>Students Acting in Leadership (SAIL)</i>, through PNW BOCES, where students develop leadership skills to evaluate and improve school culture. We are considering ways to link this work to the high school Student Leadership Board.</p>

<p><b>2014-15</b></p>	<p>Board of Education goal</p>	<p>“Continue to promote the creation of a culturally proficient school community that welcomes diverse administrators, faculty, staff and families; and where respectful dialogue is expected of students and adults at all times”</p>
	<p>Continue with the cultural proficiency study group at Coman Hill.</p>	<p>The framework was revised to include the following elements: inclusion (creating a sense of belonging); influence (valuing differences); community (working together creatively). The teachers and support staff develop their skills and consider ways to integrate their learning in the classroom and with all interactions with students.</p>
	<p>Continue with the current Student Leadership Board cohorts, and introduce a new ninth grade cohort.</p>	<p>This year, high school students will expand their activities to include collaboration with SAIL at HCC to practice applying the cultural proficiency skills they are learning through the Student Leadership Board.</p>
	<p>Site-Based Teams/Curriculum Committees</p>	<p>The focus of our site-based teams continues with character education, sustainability, and cultural proficiency to provide opportunities for the building teams to work toward related goals.</p>
<p><b>2014-15</b></p>	<p>Continue with SAIL at HCC</p>	<p>In year 2 of <i>Students Acting in Leadership (SAIL)</i>, middle school students continue to develop leadership skills to evaluate and improve school culture. They will partner with the high school <i>Student Leadership Board</i> to bring in elements of the cultural proficiency framework.</p>
	<p>Social Studies Curriculum</p>	<p>The new SED Social Studies Framework has provided opportunities to examine our integrated social studies/ELA curriculum. We are examining curricular opportunities to integrate the cultural proficiency framework into units and lessons.</p>
<p><b>2015-17</b></p>	<p>Board of Education goal</p>	<p>“Continue to promote the creation of a culturally proficient school community that welcomes diverse administrators, faculty, staff and families; and where respectful dialogue is expected of students and adults at all times”</p>



<p><b>2015-18</b></p>	<p>Continue with the current Student Leadership Board cohorts, and introduce a new ninth grade cohort.</p> <p>VOX Summit</p> <p>SAIL becomes the middle school student government</p> <p>Global Scholars Program</p>	<p>A high school teacher will facilitate the student leadership board with co-facilitation by District Office personnel. Introduce the concept of “Student Voice Circles” to include students in decision-making processes.</p> <p>Created the VOX Summit, a program to raise awareness around global issues and ask students to consider, “What’s my voice?” In 2015-2016, VOX Summit includes 9<sup>th</sup> grade students; in 2016-2017, 10<sup>th</sup> grade students will participate. The summit is facilitated by the Student Leadership Board.</p> <p>The club, Students Acting in Leadership, will merge with the student government so more students are included in the governing body at the middle school.</p> <p>Study and implement the Global Scholars Program in 2016-2017. The Global Scholars Program is an in-depth interdisciplinary course to develop global awareness, critical thinking, and leadership in our 21<sup>st</sup> Century world. Students will investigate global issues, analyze diverse perspectives, communicate ideas effectively in both English and a second language, and take action.</p>
<p><b>2018-20</b></p>	<p>Board of Education goal</p> <p>Continue with the current Student Leadership Board (SLB) cohorts, and introduce a new ninth grade cohort.</p> <p>VOX Summit</p>	<p>“Student Wellness: Support positive social and emotional learning of students by encouraging continued partnerships with Stanford, Yale, and the University of Michigan for faculty development and student success.”</p> <p>High school assistant principal will shadow and participate in the SLB to learn the program and look for connections throughout the system. Introduce “dignity training” with grades 11-12. Utilize SLB grade 10 in Mentor class for training in discussing controversial issues.</p> <p>The VOX summit will be designed and implement by the Global Scholars year 3</p>

	<p>SAIL and SLB</p> <p>Global Scholars Program</p>	<p>students. The SLB will be utilized where necessary.</p> <p>Train the entire HCC school in Student Voice Circles with goal to strengthen community and belonging. SLB will continue to collaborate with SAIL during the year.</p> <p>Conduct a Tri State Consortium visit in the Global Scholars Program (2018-2019) to provide feedback for revisions to years 1 &amp; 2, and to direct program development for year 3.</p>
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We welcome feedback and involvement from the community.

Please contact us if you wish to be involved in our efforts to promote a culturally proficient school district.

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