

P6812 CULTURAL PROFICIENCY EDUCATION

BOARD POLICY:

Cultural Proficiency is defined as a way of being that enables both individuals and organizations to respond effectively to people who differ from them. The Wichita Public Schools is home to diverse staff and students. The diversity includes, but is not limited to such characteristics as race, ethnicity, culture, language, age, gender, sexual orientation, socioeconomic status, religion, disability, and skill levels. Individual classrooms, as well as schools and non-attendance centers, reflect this diversity. It is the responsibility of school staff and district personnel to model appropriate behaviors so that children and adults learn to appreciate the differences and similarities of the diverse backgrounds represented in the Wichita Public Schools to ensure equitable treatment for all.

Administrative Implemental Procedures:

1. The Board of Education and district leaders have the prime responsibility for ensuring there is a culturally proficient environment within Wichita Public Schools, including within each school and classroom. In carrying out this responsibility, the Board of Education adopted in 2007-08 a five-year plan for cultural proficiency in the Wichita Public Schools and a work statement that includes a commitment to “provide a coherent, rigorous, safe and nurturing, culturally responsive and inclusive learning community” for all of its students.
2. The Office of Learning Services is responsible for implementing the five-year plan for cultural proficiency and providing quarterly professional development training. This includes the cultural proficiency curriculum development, implementation and coordination of programs and district and school level professional development that promote and foster culturally proficient practices.
3. All new staff will participate in cultural proficiency professional development through New Staff Orientation and first year teachers will receive ongoing professional development through New Teacher Induction.
4. Building principals (at attendance and non-attendance center) and leadership team are vital in leading and facilitating cultural proficiency work in the buildings. As a result, the Office of Learning Services shall provide building principals and building leadership teams with on-going professional development regarding cultural proficiency. The principals and building leadership teams shall be responsible for providing cultural proficiency professional development to their respective staffs.
5. All district staff is required to participate in on-going professional development for cultural proficiency and for supporting and monitoring the implementation of programs and professional development at the school level and district wide.
6. An annual report will be made to the Board of Education.

Administrative Responsibility: Learning Services

Latest Revision Date: February 2009

Previous Revision Date: March 1999 P6812