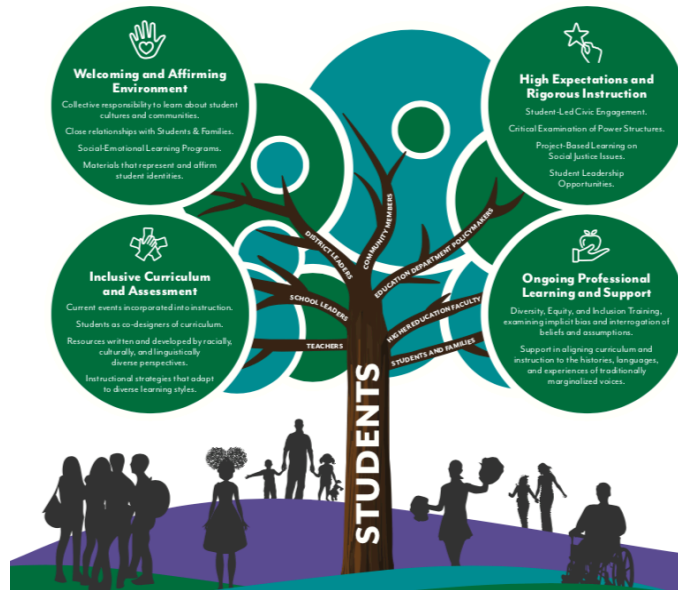


Belleville Henderson Central School District



Culturally Responsive Plan

*Developed to be in compliance with the New York State Dignity for All Students Act (DASA) and aligned with the **Culturally Responsive-Sustaining (CR-S) Education Framework.***

Approved by the Board of Education July 14, 2025



District Mission:

Belleville Henderson Central School serves as a center for education for all students incorporating the homes, school, and community, guaranteeing an education that includes a foundation for life-long learning, individual well-being, responsible behavior, and the pursuit of excellence to meet the challenges of the future.

Goals of Board of Education:

1. The Board of Education would like to encourage each student's development of their natural skills and guide them to excel in a vocational trade, academics, or both.
2. The Board of Education understands that only through teamwork, cooperation, and understanding with administration and staff, will we be able to accomplish goal number one.
3. The Board of Education will maintain a strong fiscal responsibility to the school and community, understanding that programs may be necessary to help develop goals one and two.
4. The Board of Education would like to extend an invitation to the community for their input, involvement, and support for our students and welcome ideas that will enhance goals one, two, and three.
5. The Board of Education encourages each student to participate in extracurricular activities, understanding that our sports, FFA, music, and other clubs help to make a well-rounded individual.

Goals of the District:

1. To provide opportunities for our students to excel in academics, career trades, extracurricular activities, and skills development, by offering a variety of programs and providing the resources necessary in support thereof.
2. To remain fiscally solvent and stable, by means of long-term budget planning, reducing expenses, negotiations, and exploring additional revenue streams to ensure the longevity of our district.
3. To recruit and retain excellent faculty and staff by fostering a positive atmosphere with high morale, endorsing professional development, supporting our administrators, and recognizing our employees' hard work, dedication, and success.

Introduction to the Culturally Responsive Education Plan

In alignment with the **New York State Culturally Responsive-Sustaining Education Framework** and in compliance with the **Dignity for All Students Act (DASA)**, this Culturally Responsive Education Plan outlines our district's commitment to fostering an inclusive, affirming, and equitable learning environment for all students.

This plan is designed to:

- Celebrate and reflect the diversity of our student body;
- Promote high academic expectations and supportive relationships;
- Address and eliminate barriers to equity and access;
- Empower students through voice, identity, and cultural pride.

The strategies included in this plan span across curriculum development, professional learning, family and community engagement, and policy review. Through these efforts, we aim to create a school culture where every student feels respected, valued, and supported to reach their full potential.

CRSE Principle 1: Welcoming and Affirming Environment

Goal	Create a school environment where all students and families feel valued and seen.
Action Step	Responsible
Develop “Student Identity Walls” and classroom maps highlighting students’ family stories, traditions, and interests	Teachers
Add welcoming signage throughout school in multiple languages and visuals	All
Implement weekly circle meetings/morning meetings to build class community	Teachers

CRSE Principle 2: High Expectations and Rigorous Instruction

Goal	Provide equitable, challenging instruction using real-world, culturally relevant connections.
Action Step	Responsible
Use student data meetings and feedback to make data driven decisions. Avoid deficit-based talk (e.g., “low kids”) to affirming language (e.g., “emerging scholars”).	Admin, Teachers
Integrate local topics (farming, weather, forestry) into lesson planning across subjects	Teachers
Provide choice-based assessments (projects, videos, oral reports) to reflect diverse learning styles	Teachers
Shift grading focus toward feedback and growth; implement student reflection journals	Teachers

CRSE Principle 3: Inclusive Curriculum and Assessment

Goal	Deliver a curriculum that reflects diverse identities, cultures, and perspectives.
Action Step	Responsible
Conduct curriculum audit for diversity in texts, voices, and examples	Curriculum Coordinator, Teachers
Incorporate literature and resources representing different cultures and lifestyles	Administration & Teachers
Use texts that reflect students' lives and broaden perspectives	Administration & Teachers
Implement a variety of assessments (e.g., storytelling, portfolios) to honor diverse expression	Teachers

CRSE Principle 4: Ongoing Professional Learning and Support

Goal	Ensure educators receive sustained support to implement CRSE practices.
Action Step	Responsible
Facilitate monthly CRSE-focused professional development using NYSED briefs	Principal, Curriculum Coordinator
Partner with BOCES/regional organizations for virtual CRSE PDs	Administration
Establish a Cultural Responsive Club (staff, students, families) to create a welcoming and inclusive environment where students can explore, celebrate, and learn about different cultures, fostering a sense of belonging and promoting positive academic outcomes.	Curriculum Coordinator

Evaluation & Monitoring

Method	Frequency	Responsible
Equity & Climate Survey (students, families, staff)	Annually	MTSS Team
CRSE Rubric Self-Assessment	2x per year	Teachers, Administration
Student Voice Panel or Focus Group	Twice yearly	Counselor, Principal
Mid-year and End-of-year CRSE progress review	January, June	Administration, MTSS Team