

EDMONTON PUBLIC SCHOOLS

December 8, 2009

TO: Board of Trustees
FROM: E. Schmidt, Superintendent of Schools
SUBJECT: Multicultural Policy and Regulation: First Year Implementation Plan
ORIGINATOR: D. Barrett, Assistant Superintendent

RESOURCE

STAFF: Karen Bardy, Gloria Chalmers, John Edey, Sandy Forster, Ann Mah
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INFORMATION

On June 9, 2009, the Board of Trustees approved a Multicultural Education Policy (Appendix I) and, subsequent to this approval, the Superintendent approved a Multicultural Education Regulation (Appendix II). Based on the Board's position described in the policy and the directives for action in the administrative regulation, an initial draft of the first year plan for implementation (Appendix III) has been developed.

As the plan for the implementation of the Board policy and regulation is in the early stage of development, the administration will finalize the first year of the plan in January 2010 and ensure that all aspects of the board policy and regulation are addressed. The plan will be updated yearly and implementation will involve all district staff in schools and in central services.

As indicated in the Multicultural Education Policy, an annual report on progress related to the implementation plan will be provided to the Board of Trustees in the fall of each year, as part of the District's results review.

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Appendix I Multicultural Education Policy ACBA.BP
Appendix II Multicultural Education Regulation
Appendix III Multicultural Education Policy and Regulation Year One Implementation Plan

Edmonton Public Schools Board Policies and Regulations

CODE: ACBA.BP
TOPIC: Multicultural Education

EFFECTIVE DATE: 09-06-2009
ISSUE DATE: 11-06-2009
REVIEW DATE: 06-2014

PHILOSOPHICAL FOUNDATION STATEMENT

Edmonton Public School Board believes that Canadian traditions and values are enriched by the presence and involvement of a diverse, multicultural community of students, staff, parents, community members and groups. The Board wants all members of our diverse community to be welcomed, respected, to feel a strong sense of belonging and to participate fully in the District.

The Board believes that public education plays an important role in ensuring that all students develop an understanding of Canadian values and culture including an appreciation of the contributions of a diverse community to an evolving global society. The Board also believes that an environment in which there is equity of opportunity, and equity of access to programs, services and resources is critical to supporting all students and staff in realizing their full potential. The Board expects these values to be reflected in District programs, operations and practices.

The Board believes that racism is intolerable and has the potential to negatively impact educational, social and career outcomes for students and staff. Further, it damages relationships with families and community partners. As racism exists in society and therefore in our schools, the Board is committed to acknowledging, addressing, and eradicating racial incidents.

As community leaders, the Board believes that it has a role to play in working collaboratively with other agencies and levels of government to advocate for changes to support the development of a community in which all citizens have the opportunity to benefit from and participate fully in the cultural pluralism that is characteristic of Canada in the 21st century.

The Board believes that student learning is the core work of the District and recognizes the importance of continuing to strengthen program delivery and supports to realize success for all of our students. The Board believes that student success is enhanced by:

- Creating learning environments that support all students and their families to develop a sense of belonging.
- Ensuring students learn about the values and culture of Canada.
- Having high expectations for achievement and providing a range of supports to promote continuous growth in student learning.
- Providing responsive programming that includes the use of resources to reflect diverse cultural perspectives.
- Creating opportunities for students to share and celebrate their cultural heritage.

- Using culturally appropriate assessments to inform programming.
- Ensuring that racial and cultural issues are appropriately addressed.
- Using a proactive approach to student conduct.
- Enabling parents and families to be involved in and make informed decisions concerning their child's schooling.
- Attracting and retaining qualified staff from diverse cultural backgrounds.
- Working collaboratively with community members and groups to increase intercultural appreciation and understanding.
- Working collaboratively with other educational institutions to promote successful transitions for students and improved pre-service training for staff.
- Providing professional development to increase intercultural appreciation and understanding of staff.
- Working collaboratively with community partners and other levels of government to advocate for the development of services to extend learning opportunities and supports.

The Board understands that change occurs over time and believes that the provision of an annual report at a public board meeting on progress related to each of the strategic directions identified in this policy will ensure accountability and demonstrate the District's commitment to supporting our diverse community.

Reference(s):

[ACA.BP](#) - Respectful Learning and Working Environments

[ACB.BP](#) - Multiculturalism and National Identity

Edmonton Public Schools

Board Policies and Regulations

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A. RESPECT AND RECOGNITION

To provide opportunities for all students to participate successfully in the cultural pluralism that is characteristic of 21st century Canada, principals shall:

- ensure that learning environments are welcoming, supportive of diversity, and respectful of Canadian values and culture
- respond to incidents of racism and cultural conflicts in accordance with District expectations
- recognize the growth and achievement of English language learners
- learn and utilize effective strategies for involving culturally and linguistically diverse families

B. COMMUNITY INVOLVEMENT

To foster community involvement, the administration shall:

- provide information to schools about strategies for involving culturally and linguistically diverse families
- establish partnerships with agencies and organizations that serve culturally and linguistically diverse families
- assist schools in working with agencies and organizations that support culturally and linguistically diverse families
- maintain a Cultural Diversity advisory committee

C. STAFFING AND PROFESSIONAL DEVELOPMENT

To build capacity, the administration shall:

- provide professional development to enhance cultural competency
- provide professional development to support programming and instruction for English language learners
- support the recruitment and retention of qualified staff with culturally diverse backgrounds to develop a workforce which reflects the communities

D. ACHIEVEMENT

To promote continuous student growth, the administration shall:

- track and analyze disaggregated achievement and high school completion data for English language learners to inform District actions
- develop strategies and processes for communicating student achievement to culturally and linguistically diverse parents

E. CURRICULUM

To maximize opportunities for learning, principals shall ensure that staff:

- provide English language learners with access to the Alberta Education curricula through culturally responsive programming that supports integrated language development and academic content learning, aligned with Provincial K-12 English as a Second Language (ESL) Proficiency Benchmarks

F. PROGRAMS AND PROGRAMMING

To promote responsive programming, principals shall ensure that staff:

- utilize appropriate assessment practices to inform programming and instruction for culturally and linguistically diverse students
- plan student programming that takes into account the students' backgrounds and current needs
- maintain academic rigour, strength-based programming approaches, and high expectations for culturally and linguistically diverse students, and provide appropriate related support
- utilize effective strategies for engaging parents to support student programming and achievement

G. ASSESSMENT

To effectively identify students needs, the administration shall:

- develop consistency in practices related to the identification and initial assessment of students who require ESL programming
- identify appropriate tools and processes for assessing English language learners' achievement and progress
- identify culturally appropriate assessment instruments and practices and provide this information to school and district staff

H. ENHANCED SUPPORTS FOR LEARNING

To encourage effective transitions (beginning school, school entry at all grade levels, between school divisions, and post high school) and school completion for English language learners, the administration shall:

- encourage collaboration/establishing links across central service decision units and with cultural communities, agencies, and organizations
- encourage schools to utilize the District's English Language Support Services Centre resources, including the assistance of ethnocultural consultants and ESL consultants, to support effective transitions for English language learners
- establish links with employment and post-secondary agencies and organizations

Multicultural Policy and Regulation First Year Implementation Plan

Policy and Regulation Area	Expectations	Actions
Respect and Recognition	Ensure that learning environments are welcoming, supportive of diversity, and respectful of Canadian values and culture	<ul style="list-style-type: none"> • Advise all schools and central decision units about the Multicultural Education Policy, Administrative Regulation, and First Year Implementation Plan • Provide schools with access to multilingual welcome signs and support in creating visual displays that reflect cultural diversity • Support schools in establishing a welcoming process for newcomer English language learners (ELL) and parents to ensure that learning environments are caring and culturally responsive • Provide access to and develop translated materials that assist linguistically diverse parents in better understanding important messages from schools and the District, as well as about the Canadian education system • Make available to schools a teaching and learning environment self-audit checklist(s) • Highlight for schools the elements of cultural competency and understanding in current core and language curricula
	Respond to incidents of racism and cultural conflicts in accordance with District expectations	<ul style="list-style-type: none"> • Inform and educate staff, English language learners and parents about district expectations for incidents related to racism and cultural conflicts • Encourage student involvement in marking the annual International Day for the Elimination of Racial Discrimination • Provide information to staff about anti-racism strategies and resources
	Recognize the growth and achievement of English language learners	<ul style="list-style-type: none"> • Support school implementation of the Provincial K-12 English as a Second Language Proficiency Benchmarks, and use of additional appropriate assessment processes, to monitor ELL progress • Encourage school/teacher recognition of ELL students for academic and non-academic achievement and growth
	Learn and utilize effective strategies for involving culturally and linguistically diverse families	<ul style="list-style-type: none"> • Provide District ethnocultural consultant support from the English Language Support Services Centre to engage and support ELL families, and to assist with school-related needs

Policy and Regulation Area	Expectations	Actions
Community Involvement	Provide information to schools about strategies for involving culturally and linguistically diverse families	<ul style="list-style-type: none"> • Collaborate with community agencies, organizations, and cultural communities, in identifying effective strategies to involve parents and in providing translated information to ELL students and families
	Establish partnerships with agencies and organizations that serve culturally and linguistically diverse families	<ul style="list-style-type: none"> • Partner with community agencies, organizations, and cultural communities in order to obtain additional supports for students and families from culturally diverse backgrounds • Support schools in collaborating with community agencies and organizations in serving students and families from culturally diverse backgrounds
	Assist schools in working with agencies and organizations that support culturally and linguistically diverse families	<ul style="list-style-type: none"> • Provide schools with information about effective practices related to school and community collaboration
	Maintain a Cultural Diversity advisory committee	<ul style="list-style-type: none"> • Hold bi-annual meetings with agencies and organizations that serve culturally and linguistically students and families
Staffing and Professional Development	Provide professional development to enhance cultural competency	<ul style="list-style-type: none"> • Provide staff with access to financial support in the form of tuition reimbursement to pursue related post-secondary course work • Provide ongoing professional development in cultural competency to current staff; provide to new staff; and incorporate into all staff development programs • Liaise in the area of staff professional development with community agencies and educational institutions that serve students and families from culturally diverse backgrounds • Develop focused marketing and recruiting strategies • Inform district staff of the availability of information on the District Character and Citizenship Education framework • Inform district staff about the availability of the Languages Passport
	Provide professional development to support programming and instruction for English language learners	<ul style="list-style-type: none"> • Provide English as a Second Language (ESL) consultant support and professional learning sessions focused on best practices and strategies for English language learners
	Support the recruitment and retention of qualified staff with culturally diverse backgrounds to develop a workforce which reflects the communities	<ul style="list-style-type: none"> • Continue to recruit and add to the complement of district ethnocultural consultants/advisors as needed

Policy and Regulation Area	Expectations	Actions
Achievement	Track and analyze disaggregated achievement and high school completion data for English language learners to inform District actions	<ul style="list-style-type: none"> Disaggregate ELL student achievement data to reflect the range of achievement for ELL students and respond accordingly
	Develop strategies and processes for communicating student achievement to culturally and linguistically diverse parents	<ul style="list-style-type: none"> Provide district ethnocultural consultant/advisor support to facilitate effective communication between schools and home Explore the possibility of utilizing or adapting templates available with the new Provincial K-12 ESL Proficiency Benchmarks as an insert to student progress reports
Curriculum	Provide English language learners with access to the Alberta Education curricula through culturally responsive programming that supports integrated language development and academic content learning, aligned with Provincial K-12 English as a Second Language (ESL) Proficiency Benchmarks.	<ul style="list-style-type: none"> Inform district staff about appropriate resources that address curriculum expectations in core and language curricular, related to multicultural perspectives and common Canadian values Provide ESL consultant and professional development support
Programs and Programming	Utilize appropriate assessment practices to inform programming and instruction for culturally and linguistically diverse students	<ul style="list-style-type: none"> Provide initial assessment and family interviews Consult, support and collaborate with school staff regarding ELL identification, ESL coding, and transition of ELL students from ESL classes to regular programming Support school use of new Provincial K-12 ESL Proficiency Benchmarks
	Plan student programming that takes into account students' backgrounds and current needs	<ul style="list-style-type: none"> Encourage schools to utilize the District's English Language Support Services Centre (ELSSC) resources, including the assistance of ethnocultural consultants and ESL consultants, to support effective programming and supports for English language learners Provide consultant support, ongoing professional development and encourage school-community collaboration Provide information on recommended resources Provide initial ESL assessments, family interviews and follow-up consultations with schools Provide support for school staffs in addressing the needs of English language learners in all subject areas Undertake research in the area of language development and second language education Determine the programming needed for the transition centre for immigrant and refugee students Provide support for the emotional and social needs of immigrant and refugee students with high needs

Policy and Regulation Area	Expectations	Actions
Programs and Programming (cont'd)	Maintain academic rigour, strength-based programming approaches, and high expectations for culturally and linguistically diverse students, and provide appropriate related support	<ul style="list-style-type: none"> • Make information available to schools about effective practices in relation to focusing on the strengths of ELL students and to having high expectations for achievement
	Utilize effective strategies for engaging parents to support student programming and achievement	<ul style="list-style-type: none"> • Provide parents with orientation and ongoing information that supports parents in being involved in their children's learning at school
Assessment	Develop consistency in practices related to the identification and initial assessment of students who require ESL programming	<ul style="list-style-type: none"> • Consult, support and collaborate with school staff regarding effective practices relating to ELL identification and assessment, and ESL coding and associated requirements
	Identify appropriate tools and processes for assessing English language learners' achievement and progress	<ul style="list-style-type: none"> • Provide professional development support in relation to appropriate tools and processes • Provide first language screening and follow-up meetings with parent
	Identify culturally appropriate assessment instruments and practices and provide this information to school and district staff	<ul style="list-style-type: none"> • Provide information to schools relating to appropriate practices when considering requesting special education assessments for ELL students • Provide information to schools about culturally sensitive assessment strategies
Enhanced Supports for Learning	Encourage collaboration/establishing links across central service decision units and with cultural communities, agencies and organizations	<ul style="list-style-type: none"> • Develop a plan for the transition centre for immigrant and refugee students who have limited English, limited literacy in their home language, significant gaps in education, and limited experience with schooling • Collaborate with community agencies and organizations in obtaining additional supports for ELL students and families • Connect and partner with cultural community organizations in identifying strategies to inform and to involve parents and families in schooling; e.g. Somali, Sudanese, Kurdish, Afghani, and Karen cultural communities
	Encourage schools to utilize the District's English Language Support Services Centre resources, including the assistance of ethnocultural consultants and ESL consultants, to support effective transitions for English language learners	<ul style="list-style-type: none"> • Provide supports to ELL secondary students and parents, and assist them in connecting with community resources to support student transitions to high school and beyond

Policy and Regulation Area	Expectations	Actions
Enhanced Supports for Learning (cont'd)	Establish links with employment and post-secondary agencies and organizations	<ul style="list-style-type: none"> • Collaborate with schools and increase linkages to post-secondary institutions • Connect with employment-related community agencies and resources, including Alberta Employment and Immigration • Provide the opportunity for students and their parents to earn international certification for their language skills • Work with post-secondary institutions to recognize the language skills of students entering their institutions • Work with employers to enhance understanding of the English language requirements for the various industries in the world of work