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REGULATION

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 Division 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 Division 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 student needs, the Administration shall:

- develop consistency in practices related to the identification and initial assessment of students who require English as a Second Language (ESL) programming
- identify appropriate tools and processes for assessing English language learners student achievement and progress
- identify culturally appropriate assessment instruments and practices and provide this information to school and Division 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 Division's Diversity Education and English Language Reception Centre resources, including the assistance of intercultural consultants and English as a Second Language (ESL) consultants, to support effective transitions for English language learners
- establish links with employment and post-secondary agencies and organizations.

REFERENCES

GGAB.BP - Multicultural Education