

EDMONTON PUBLIC SCHOOLS

May 24, 2011

TO: Board of Trustees

FROM: E. Schmidt, Superintendent of Schools

SUBJECT: Multicultural Policy and Regulation Implementation Plan: Year One Report

ORIGINATOR: T. Parker, Assistant Superintendent

RESOURCE

STAFF Karen Bardy, Janice Bell, Don Blackwell, Deborah Brandell, Ann Calverley, Dave Devin, John Edey, Laurie Elkow, Sandy Forster, David Kun, Kathy McCabe, Dean Michailides, Lorne Parker, Darrel Robertson, Linda Siu, Rosalind Smith, Jane Sterling, Carol Symons, Ron Thompson, Helen Yee

INFORMATION

BACKGROUND

In June 2009, the Board of Trustees approved a Multicultural Education Policy which establishes the Board's vision and expectations relative to supporting multicultural education and diversity in the District (Appendix I). Subsequently, the Superintendent approved a Multicultural Education Regulation (Appendix II) identifying directives to the administration in implementing the policy. The policy and regulation include a commitment that an annual report on progress related to a three-year implementation plan be provided to Trustees. This report describes progress in eight key areas of focus, in the first year of implementing the Multicultural Education Policy and Regulation, ensuring accountability and demonstrating the District's commitment to supporting students, families and culturally diverse communities.

HIGHLIGHTS OF YEAR ONE

- Established an internal Cultural Diversity Planning Team with representation from schools and central services.
- Conducted a scan of activities in schools and central services which support the implementation of the policy and regulation. (Appendix III)
- Conducted meetings with parents and groups of students in culturally diverse junior and senior high schools, regarding activities that support multiculturalism and diversity. Anecdotal information from the meetings is available in the Trustees On-line Reading Room.

The reorganization of central services will allow the District to extend and deepen this work. In addition to monitoring activities in year two of the implementation plan, the administration will establish an External Advisory Committee, to connect with members of diverse

communities and the public institutions serving them. This additional forum for conversations with communities will enhance the District's understanding of the educational needs of students and families, and provide advice regarding issues related to diversity.

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APPENDIX I Multicultural Education Policy HGAB.BP

APPENDIX II Multicultural Education Regulation HGAB.AR

APPENDIX III Multicultural Education Policy and Regulation Implementation Plan

Edmonton Public Schools Board Policies and Regulations

CODE: HGAB.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):

[ACB.BP](#) - National Anthem and Flag

[GBCA.BP](#) - Respectful Working Environments

[HGAB.AR](#) - Multicultural Education

Edmonton Public Schools Board Policies and Regulations

CODE: HGAB.AR
TOPIC: Multicultural Education

EFFECTIVE DATE: 03-12-2009
ISSUE DATE: 09-12-2009
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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 student 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

Reference(s):

[HGAB.BP](#) - Multicultural Education

MULTICULTURAL POLICY AND REGULATION IMPLEMENTATION PLAN

RESPECT AND RECOGNITION	YEAR ONE	INVOLVEMENT
<p>Board Priorities: Ensure all students and their families are welcomed, respected, accepted and supported in every school.</p> <p>Provide supports and programs that will enable all students to complete high school.</p> <p>Deepen students' understanding of equity and empathy as key citizenship traits.</p>	<p>For Students and Parents:</p> <ul style="list-style-type: none"> - learning opportunities via cultural immersion days, visiting authors, artists, and local and international musicians - celebrations of culturally significant days or events, i.e. Eid, Diwali, Ramadan, Orthodox Christmas, via morning announcements, student recognition events, school celebrations and pot luck dinners <p>For District and Schools:</p> <ul style="list-style-type: none"> - <i>Welcoming School and Classroom Environments</i> self-audit checklists - welcome posters in 22 languages - multicultural books in English, Arabic, French, Nuer, and Somali - <i>Student Behaviour and Conduct Policy</i> in multiple languages - mathematics resources to meet provincial <i>Recognizing Diversity and Promoting Respect</i> guidelines - assistance in hosting information sessions for culturally diverse families - training in developing welcoming, inclusive school environments 	<p>Schools, Student Learning Services, Communications</p>

COMMUNITY INVOLVEMENT	YEAR ONE	INVOLVEMENT
<p>Board Priorities: Ensure all students and their families are welcomed, respected, accepted and supported in every school.</p> <p>Provide supports and programs that will enable all students to complete high school.</p> <p>Deepen students' understanding of equity and empathy as key citizenship traits.</p> <p>Promote health and wellness for all students and staff.</p>	<p>Community Collaborations and Resources to Support Students and Families:</p> <ul style="list-style-type: none"> - <i>Train the Trainer</i> project re. assessment and special needs - <i>City of Edmonton Neighbourhood Revitalization Project</i> for Queen Mary Park/Greater McDougall - <i>English/Somali School Orientation</i>: district DVD produced in English/Somali with ACCESS TV - <i>A World Unknown: Immigrant Parents Experience in the School System</i>: DVD for schools and District via John Humphrey Centre - parent advice via parent societies of alternative programs i.e. Sakinah Circle Society/ Edmonton Chinese Bilingual Education Association - <i>English Language Cluster Initiative</i> - supports to a family of schools with significant numbers of high needs English Language Learners (ELLs) - <i>Out of School Table</i> for after school and summer programming for immigrant/refugee youth - Pilot Project to provide a Somali cultural resource person to a junior and a senior high school - <i>In-School Settlement Practitioner Pilot Project</i> - Liaise with communities/ teachers from diverse cultural groups, to translate district materials for use in district Bilingual programs 	<p>Student Learning Services, Communications, agencies including Actions for Healthy Communities, Africa Centre, Big Brothers Big Sisters, Catholic Social Services, Centre for Race and Culture, City of Edmonton, Edmonton Public Library, Edmonton Immigrant Services Association, Family Centre, John Humphrey Centre for Peace and Human Rights, Edmonton Mennonite Centre for Newcomers Multicultural Health Brokers, Somali Canadian Cultural Society, Strategic Alliance for the Advancement of Immigrant, Refugee Children and Youth (SAAIRCY), United Cultures of Canada Association, the United Way, the YMCA</p>

STAFFING AND PROFESSIONAL DEVELOPMENT	YEAR ONE	INVOLVEMENT
<p>Board Priorities: Listen to staff, honour their contributions, and support their opportunities for collaboration, growth and professional development.</p> <p>Deepen students' understanding of equity and empathy as key citizenship traits.</p> <p>Provide supports and programs that will enable all students to complete high school.</p> <p>Ensure all students and their families are welcomed, respected, accepted and supported in every school.</p>	<p>For Staff:</p> <ul style="list-style-type: none"> - anti-racism training via the City of Edmonton <i>Racism-Free</i> initiative - staff development for French immersion, Bilingual and second language programs - staff development to enhance understanding of curriculum in alternative programs, i.e. Sakinah Circle, Talmud Torah - staff development in intercultural competency/literacy - financial support for engaging in ESL and second language coursework via postsecondary institutions, i.e. the U of A <p>For District and Schools:</p> <ul style="list-style-type: none"> - recruit from culturally diverse communities; advertise externally for specialized expertise, i.e. American Sign Language, Hebrew, Arabic, alternative programs - offer custodial work experience programs for adult immigrant students at Metro Continuing Education - conduct staff language proficiency assessments in a variety of languages 	<p>Student Learning Services, Schools Human Resources, Metro Continuing Education, Alberta Employment and Immigration, NorQuest College, University of Alberta</p>

ACHIEVEMENT	YEAR ONE	INVOLVEMENT
<p>Board Priorities: Provide supports and programs that will enable all students to complete high school.</p> <p>Ensure all students and their families are welcomed, respected, accepted and supported in every school.</p> <p>Deepen students' understanding of equity and empathy as key citizenship traits.</p>	<p>For District and Schools:</p> <ul style="list-style-type: none"> - disaggregate/analyze Canadian and foreign-born ELL student data - track/analyze disaggregated achievement and high school completion data for ELLs - analyze achievement of international students on Grade 12 Diploma and Grade 9 provincial examinations - prepare progress and achievement information of ELLs in a variety of languages for parent-teacher conferences - recognize language proficiency/cultural knowledge via credentialing in six languages <p>For Parents:</p> <ul style="list-style-type: none"> - provide interpretation of progress reports and interpreters for parent-teacher conferences - facilitate access to <i>School Zone</i> as a tool for parents of international students to access achievement/attendance information 	<p>Student Learning Services, Schools</p>

CURRICULUM	YEAR ONE	INVOLVEMENT
<p>Board Priorities: Provide supports and programs that will enable all students to complete high school.</p> <p>Deepen students' understanding of equity and empathy as key citizenship traits.</p> <p>Listen to staff, honour their contributions, and support their opportunities for collaboration, growth and professional development.</p> <p>Ensure all students and their families are welcomed, respected, accepted and supported in every school.</p>	<p>For District and Schools:</p> <ul style="list-style-type: none"> - support in integrating language development with curriculum - develop ESL resources to support content teaching and learning - develop Locally Developed Courses that reflect respect for diverse languages and cultures: <ul style="list-style-type: none"> o Arabic Language Arts o Arabic Language and Culture o American Sign Language Arts o American Sign Language and Deaf Culture o Black History Studies o Canadian History o Chinese Mandarin Language Arts o Chinese Mandarin Language and Culture o Economics of a Foreign Nation o ESL Introduction to Canadian Studies o ESL Introduction to Math o ESL Introduction to Science o Late French Immersion o German Language Arts o German Language and Culture o Globalization – Four Nations o Hebrew Language Arts o Islamic Studies o Jewish History and Israel Studies o Judaic Studies o Tanach Studies o Punjabi Language and Culture o Religious Studies o Women’s History o World History o World Literature - 6-Year Punjabi Language and Culture Program of Studies/course - 12-Year Arabic Language and Culture Program of Studies for the Sakinah Circle Program - Confucius Institute for enhanced Chinese cultural support - Partnerships to foster intercultural relations, language and cultural learning - Languages Passports (language proficiency in any language the student is using) 	<p>Student Learning Services, Schools</p>

PROGRAMS AND PROGRAMMING	YEAR ONE	INVOLVEMENT
<p>Board Priorities: Provide supports and programs that will enable all students to complete high school.</p> <p>Deepen students' understanding of equity and empathy as key citizenship traits.</p> <p>Ensure all students and their families are welcomed, respected, accepted and supported in every school.</p> <p>Promote health and wellness for all students and staff.</p>	<p>Transition Centres for Students:</p> <ul style="list-style-type: none"> - A school-community program of intensive supports for ELLs with limited experiences with schooling; student/family orientation to education, intensive academic and English language programming, after school and summer mentorship support for families including adult English as a Second Language (ESL) and intercultural early learning programs for preschool-aged children - a multi-partner advisory group developing supports for the Transition Centre program, including intercultural early learning, afterschool mentorship programming, and family support - REACH Council engaged in having the Transition Centre serve as a <i>Schools as Hubs</i> location - Two sites: McCauley and Balwin schools <p>For District and Schools:</p> <ul style="list-style-type: none"> - assistance in identifying/assessing ELLs, advice with ESL coding/ funding accountability requirements - assistance in using provincial K-12 ESL Proficiency Benchmarks - provision of <i>Handbook for International Education Administrators</i> - support for national and international exchanges, school twinnings, and partnerships - knowledge of best practices in other districts re diversity, i.e. collaboration with Calgary Board of Education 	<p>Student Learning Services, Schools</p>

ASSESSMENT	YEAR ONE	INVOLVEMENT
<p>Board Priority: Provide supports and programs that will enable all students to complete high school.</p>	<p>For District and Schools:</p> <ul style="list-style-type: none"> - a guide to ESL procedures, processes, timelines - support to identify and code ELLs - processes, guidelines, and recommendations for utilizing provincial <i>K-12 ESL Proficiency Benchmarks</i> for tracking and monitoring ELL student progress - a Pre-referral Protocol for special education assessments for ELLs - interpreters for parent debriefings for educational assessments 	<p>Student Learning Services, Schools</p>
ENHANCING SUPPORTS FOR LEARNING	YEAR ONE	INVOLVEMENT
<p>Board Priorities: Provide supports and programs that will enable all students to complete high school.</p> <p>Ensure all students and their families are welcomed, respected, accepted and supported in every school.</p>	<p>Resources for District and Schools:</p> <ul style="list-style-type: none"> - to enhance cultural literacy: <ul style="list-style-type: none"> o 25 Canadian Multicultural Folktales in collaboration with United Cultures of Canada Association o <i>Language Matters</i> kits to support second language instruction in 11 languages, including English. o <i>Maximizing Math</i> translations to support German, Spanish, Ukrainian and Mandarin bilingual programs and French immersion o Social Studies resources for K–10: 100 per cent aligned with curriculum, addressing cultural diversity in teacher and student materials - resource centres to support Spanish, French, and International and Signed Languages - a <i>Handbook for International Interactions for Second Language Programs</i> - support for Early Education programs for intake, program orientations, Individual Program Planning (IPP) meetings, conferences and home visits - support to students/parents regarding graduation requirements, postsecondary study options, employment and career planning 	<p>Student Learning Services, Schools, Community Agencies and Organizations</p>